

# CHALLENGE STANDARDS

## Home Economics Careers and Technology

Grades Nine Through Twelve



## Publishing Information

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*Challenge Standards for Student Success: Home Economics Careers and Technology, Grades Nine Through Twelve* was developed by the Home Economics Careers and Technology Unit, California Department of Education.

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It was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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ISBN 0-8011-1507-8

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## Notice

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Prepared for printing  
by CSEA members.

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# Acknowledgments

Many teachers and administrators from districts, counties, and other agencies throughout the state have contributed to the development of the Home Economics Careers and Technology standards. Many others have given generously of their time in making revisions and additions to the standards.

## **Consumer and Family Studies**

The following individuals are recognized for their valuable contributions to the Consumer and Family Studies standards:

**Clyle Alt**, Bell Gardens High School, Bell Gardens  
**Priscilla Burns**, Pleasant Valley High School, Chico  
**Alice Claibourne**, Fairfield High School, Fairfield  
**Ruth Clark**, Livermore High School, Livermore  
**Kelly Goughnour**, Laguna Middle School, San Luis Obispo  
**Susan Gutzman**, W. E. Mitchell Middle School, Rancho Cordova  
**Deborah Harvey**, Amador Valley High School, Pleasanton  
**Sue Hope**, Lompoc High School, Lompoc  
**Bonnie Jenuine**, Carpinteria Middle School, Carpinteria  
**Barbara Johnson**, Watsonville High School, Watsonville  
**Dorothy Juskalian**, Fresno Unified School District, Fresno  
**Aileen Matsuura**, Paramount High School, Paramount  
**Penny Niadna**, Golden West High School, Visalia  
**Susie Pendleton**, Cerritos High School, Cerritos  
**Pat Scott**, Narbonne Senior High School, Harbor City

## **Home Economics Related Occupations**

The following individuals are recognized for their valuable contributions to the Home Economics Related Occupations standards:

### **Child Development and Education**

**Leroy Bollinger**, Children's Learning Center, Clovis  
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**Connie Dolarian**, Home Economics Careers and Technology Professional Development Project, California State University, Fresno  
**Alan Eisner**, California State Department of Social Services, Culver City  
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Mary Jo Feeney, California Beef Council, Pleasanton  
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#### **Food Service and Hospitality**

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#### **Hospitality, Tourism, and Recreation**

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Judith Rand, Judith Rand Interiors, Santa Ana

A special thank-you is extended to the additional 130 Home Economics Careers and Technology instructors and FHA-HERO advisors who provided recommendations for revision of the standards.



# Overview of Home Economics Careers and Technology Programs

Preparing students for living in the twenty-first century and earning a living in careers representing California's key industries is the mission of Home Economics Careers and Technology (HECT) education. HECT education prepares students to become positive, productive members of the workforce, families, and the community through two complementary instructional programs: Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO).

At the elementary school level, students begin developing an awareness of HECT education, including key topics in CFS and related careers. In the middle grades, six through eight, courses provide an opportunity to explore personal life management skills and careers related to HECT. At the high school level, CFS courses provide a foundation that enables students to pursue a career path option through a HERO program in one of eight areas.

These vocational and technical courses combine with academic courses to form a sequence of learning that supports rigorous, standards-driven instruction focusing on one or more career pathways. Students apply classroom learning throughout the sequence in conjunction with work-based learning experiences in the home, community, and workplace. HECT education uniquely links the application of science, technology, career-technical, and life management skills to prepare students for careers and for managing work and family roles. Students who complete a HECT career pathway course sequence are well prepared to succeed in entry-level employment, career advancement, or advanced education in colleges or universities.

This document contains HECT content standards for grades nine through twelve for both CFS and HERO programs. These standards reinforce, expand, and apply academic knowledge and skills.

## **Home Economics Careers and Technology Program Components**

HECT education includes three interlocking components: CFS, HERO, and FHA-HERO. Instruction is designed to include the two complementary instructional programs that integrate FHA-HERO leadership and career development activities. Chart 1.1, “Relationship of Content Areas to Career Pathways,” illustrates the unique relationship between CFS content areas and HERO career path programs.

### **Consumer and Family Studies**

A Consumer and Family Studies (CFS) program equips students with life management, transferable, and employability skills through instruction and leadership development activities in seven content areas: child development and guidance; consumer education; family living and parenting education; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. This program focuses on preparing students to balance personal, family, and work responsibilities and provides beginning and specialized courses in the career pathways.

### **Home Economics Related Occupations**

Home Economics Related Occupations (HERO) programs are the capstone courses designed to prepare students for careers in eight pathways: child development and education; consumer services; family and human services; fashion design, manufacturing, and merchandising; food science, dietetics, and nutrition; food service and hospitality; hospitality, tourism, and recreation; and interior design, furnishings, and maintenance. These career pathways reflect the labor market needs of California’s major industries in the twenty-first century.

### **FHA-HERO**

FHA-HERO is the pre-professional organization for HECT students that is integral to both instructional programs. FHA-HERO provides co-curricular leadership and career development opportunities based on classroom instruction. Effective programs employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

**Chart I.I**  
**Home Economics Careers and Technology**  
**CFS • HERO • FHA-HERO\***

## Relationship of Content Areas to Career Pathways

This listing shows the correlation of the Consumer and Family Studies content areas to the Home Economics Related Occupations career pathways.

<b>Consumer and Family Studies (Content Areas)</b>	<b>Home Economics Related Occupations (Career Pathways)</b>
Child Development and Guidance	Child Development and Education
Consumer Education	Consumer Services
Family Living and Parenting Education	Family and Human Services
Fashion, Textiles, and Apparel	Fashion Design, Manufacturing, and Merchandising
Food and Nutrition**	Food Science, Dietetics, and Nutrition Food Service and Hospitality Hospitality, Tourism, and Recreation
Housing and Furnishings	Interior Design, Furnishings, and Maintenance
Individual and Family Health**	

\* FHA-HERO leadership and career development are integral to the instructional program for grades six through twelve.

\*\* This content area may be offered as a part of several career pathways.

## Organization and Characteristics of the Content Standards

Home Economics Careers and Technology standards are organized into nine sections. The first section identifies content standards for the seven Consumer and Family Studies content areas and for transferable and employability skills. The eight sections that follow address the Home Economics Related Occupations capstone courses that complete the career pathways. A brief description of the curricular focus and format of the standards introduces each section.

Standards for both CFS and HERO programs contain the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

The HECT content standards were developed by representatives from business, industry, the community, and all levels of education to ensure rigor, to reflect current practices and trends, and to address current and projected labor market needs.

## **Use of the Content Standards**

Content standards provide direction for curriculum decisions about instructional goals, objectives, content, teaching strategies, learning experiences, and assessment. The standards serve as a guide for developing and revising curriculum to ensure that it is current and relevant. In addition, these standards serve as a tool for collaborating with instructors in other disciplines to design interdisciplinary projects that reflect the content of the standards for each of the disciplines that are involved. Standards also guide the content of new courses and course sequences to avoid unnecessary duplication in the various levels of education. They also may direct decisions about appropriate professional development activities designed to upgrade the skills and knowledge of current instructors and to prepare future instructors to become effective educators. (See the appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” for information about developing career pathway course sequences.)

Content standards form the foundation for assessing student achievement. They identify the content to be assessed and suggest strategies for assessing student achievement. Classroom-based assessment, such as tests, demonstrations, portfolios, and projects, should address the skills, attitudes, and behaviors defined in the standards. These content standards will also be used in the development of statewide examinations for selected HECT programs through the Assessments in Career Education (ACE) program. Students who achieve a high rating on this examination will receive a seal on their high school diplomas and transcripts to indicate outstanding achievement.

By basing curriculum and assessment on content standards that reflect current programs and all aspects of an industry, students will be effectively prepared with knowledge, skills, and behaviors to enter postsecondary education and a career related to Home Economics Careers and Technology and progress to technical-level or professional-level positions.

Technical assistance and resources for implementing standards-based course sequences and programs for Home Economics Careers and Technology education are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Consumer and Family Studies



## Part I

## Overview of Consumer and Family Studies Programs

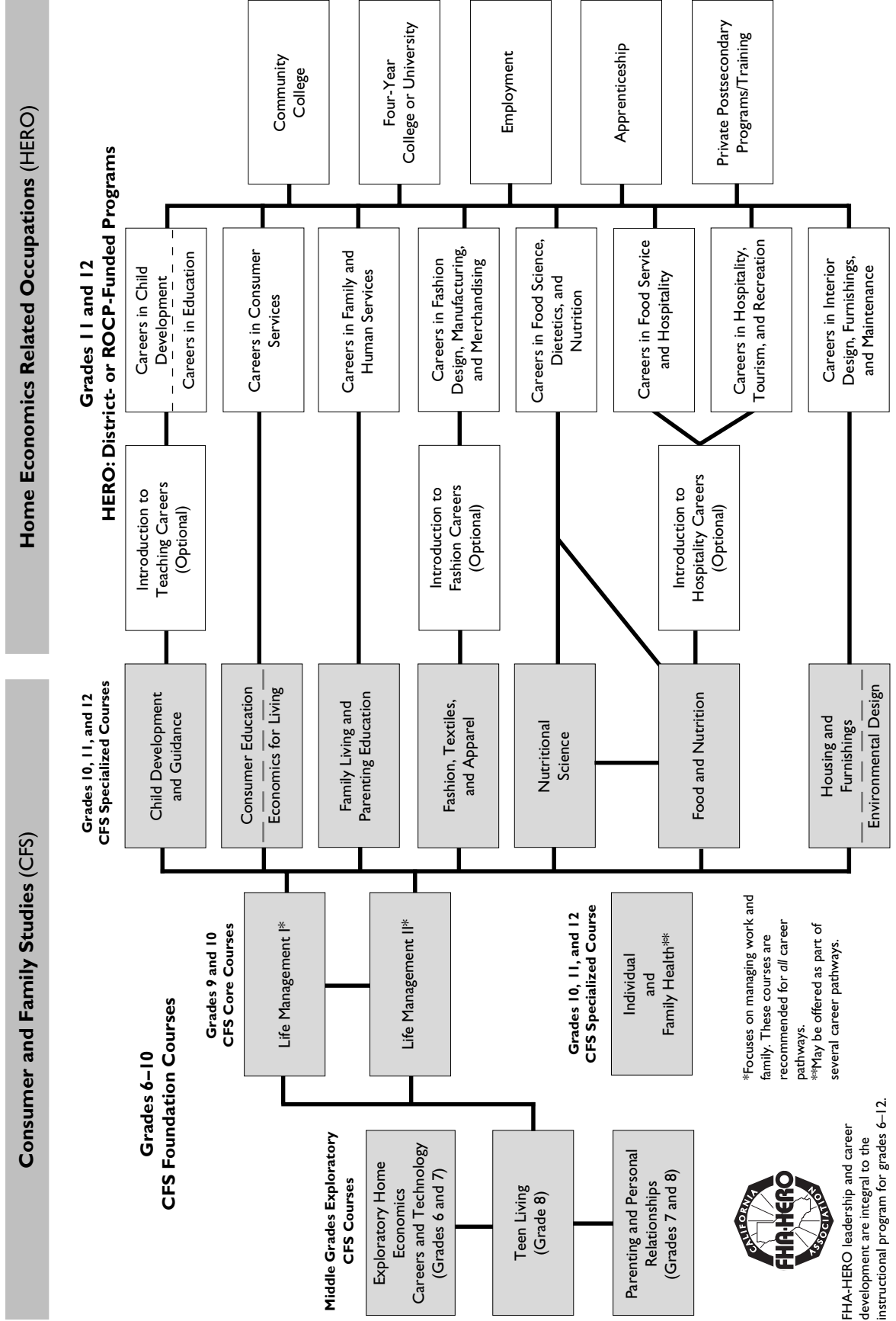
The Consumer and Family Studies (CFS) program in grades nine through twelve teaches skills for balancing personal, family, and work responsibilities and provides the foundation for entering Home Economics Related Occupations (HERO) programs or advanced education in related fields. Students gain life management skills through leadership and career development and instruction in seven content areas: child development and guidance; consumer education; family living and parenting education; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. The highlighted portions of Chart 2.1, “Home Economics Careers and Technology Education Career Pathway Options,” illustrate the consumer and family studies courses that may be included in HECT career pathways.

The CFS portion of a career pathway course sequence includes both the comprehensive core and specialized content area courses. The CFS Comprehensive Core courses (Life Management I and II) provide an introduction to HECT and serve as a foundation for all the HECT career pathways. The Comprehensive Core provides instruction in all seven content areas. At minimum, a one-year introductory Comprehensive Core course (Life Management I) should be taught during grades nine or ten to build foundation skills for career pathway instruction. The second yearlong advanced Comprehensive Core course (Life Management II) enables students to acquire an in-depth knowledge in each of the content areas. The two courses combine to contribute the background necessary for students to master the identified standards in all seven content areas.

Specialized content area courses address only one CFS content area, expanding the knowledge, skills, and attitudes learned in the Comprehensive

Chart 2.1

# Home Economics Careers and Technology Education Career Pathway Options



Core. For example, a nutritional science course augments learning in the food and nutrition unit of a Comprehensive Core course. These courses enable students to gain depth in a content area of interest to them and enhance their preparation for entry into a HERO career pathway capstone program and a related postsecondary certificate or degree program in a school district or regional occupational center program (ROCP).

Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. FHA-HERO, the pre-professional organization for students, provides co-curricular leadership and career development opportunities that address content standards in all CFS instructional programs.

## **Organization and Characteristics of the Consumer and Family Studies Content Standards**

Representatives of the community and instructors of secondary and postsecondary education programs developed CFS standards for the seven content areas and for the transferable and employability skills. Transferable skills, such as thinking and problem solving, are applied in all careers and personal life. Employability skills support successful career entry and advancement in all careers. Balancing personal, family, and work responsibilities and FHA-HERO leadership development activities is integral to the standards. The content areas, along with the transferable and employability standards, are formatted into eight sections.

Each content area section contains standards for both the Comprehensive Core and specialized content area courses. The transferable and employability skills standards are to be applied to and integrated with instruction of the content area standards. They are to be assessed in conjunction with the content area standards, not in isolation. Each standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Benchmarks consist of two categories of statements: those that must be taught in the CFS Comprehensive Core courses and those that should be taught in specialized content courses.



The reader should note that statements in boldface type designate essential benchmarks that must be taught and assessed in the CFS Comprehensive Core.

## **Use of the Consumer and Family Studies Content Standards**

The content standards are intended for use by high school CFS instructors and administrators to plan and establish new programs or to strengthen and expand existing programs. They provide the foundation for curriculum, instruction, and assessment. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs” at the beginning of this document.

CFS instructors and administrators will also use these standards in collaborating with instructors in the middle grades and in HERO and postsecondary education programs to articulate and sequence instruction, thereby eliminating unnecessary duplication of content in the various levels of education. Implementing these standards at the secondary grade level will prepare students with the higher-level skills needed to enter HERO capstone or postsecondary education programs. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” contains more information about designing course sequences. Individuals who can balance work, personal, and family responsibilities are more productive workers and can better manage all aspects of their lives.

Technical assistance and resources for implementing standards-based HECT career pathway course sequences and programs are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

## Child Development and Guidance Content Area Standards

Listed below are the child development and guidance content area standards.

### Standard 1 **Responsible Parenting**

Students will understand the decisions and responsibilities of parents. They will demonstrate content proficiency by:

- 1.1 **Identifying parenting responsibilities;**
- 1.2 **Describing parenting skills that meet physical, emotional, social, and intellectual needs of the child;**
- 1.3 **Analyzing the major decisions and responsibilities of being a parent; and**
- 1.4 Evaluating caregiving options.

### Standard 2 **Studying and Understanding Children**

Students will understand the importance of studying the development of children and methods used in child development research. They will demonstrate content proficiency by:

- 2.1 **Explaining the benefits of studying child development;**
- 2.2 Using observation techniques to study children's behavior and interpret findings;
- 2.3 Reviewing the history of the study of child development; and
- 2.4 Identifying research methods used to collect data on children.

### Standard 3 **Prenatal Development**

Students will understand the stages of pregnancy from conception through birth and the implications of the effects of the environment and heredity on the health and well-being of the child. They will demonstrate content proficiency by:

- 3.1 **Summarizing the stages of prenatal development;**
- 3.2 **Analyzing the effects of prospective parents' nutrition, health, medical care, environment, and lifestyle on prenatal development;**
- 3.3 **Explaining factors related to at-risk pregnancies;**
- 3.4 Analyzing how individuals are genetically unique;

- 3.5 Contrasting the effects of heredity and environment on prenatal development;
- 3.6 Examining the costs, ethics, and risks of such medical procedures as in vitro fertilization, amniocentesis, and prenatal surgery;
- 3.7 Describing and comparing the various methods of childbirth; and
- 3.8 Compiling a list of and evaluating community resources that provide information and assistance with prenatal care and family planning.

## Standard 4 **Child Growth and Development**

Students will understand the stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities. They will demonstrate content proficiency by:

- 4.1 **Identifying and comparing the commonly accepted areas and principles of child development;**
- 4.2 **Analyzing the stages of growth and development and selecting developmentally appropriate activities;**
- 4.3 Analyzing the effects of heredity and environment on the physical, social, emotional, and intellectual development of children;
- 4.4 Listing factors that contribute to optimal development of children; and
- 4.5 Comparing various theories regarding human growth and development.

## Standard 5 **Guidance and Discipline**

Students will understand the positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children. They will demonstrate content proficiency by:

- 5.1 **Defining self-worth;**
- 5.2 **Describing the relationship of a child's behavior to the commonly accepted principles of child growth and development;**
- 5.3 **Describing and comparing various approaches to child guidance and their effect on self-worth;**
- 5.4 **Analyzing techniques used to provide positive reinforcement with children in given situations and at various stages of development;**
- 5.5 Describing communication techniques and assessing the effects of their use with the child;
- 5.6 Analyzing the relationship of guidance to the development of self-discipline;

- 5.7 Analyzing case studies that describe inappropriate behavior to determine possible causes and suggest solutions; and
- 5.8 Assessing the effectiveness of various guidance strategies in promoting self-worth and self-discipline in children.

## Standard 6 **Child Abuse and Neglect**

Students will understand the factors that contribute to child abuse and neglect and the importance of helping abused and neglected children. They will demonstrate content proficiency by:

- 6.1 Describing factors that contribute to child abuse and neglect;
- 6.2 Identifying characteristics of the abused and the abuser;
- 6.3 Identifying agencies and programs that provide services for abused and neglected children;
- 6.4 Demonstrating knowledge of child abuse laws and reporting procedures; and
- 6.5 Investigating possible causes of abusive behavior and strategies that help in reducing child abuse and neglect.

## Standard 7 **Health and Safety**

Students will understand the factors and practices that promote the health and safety of children. They will demonstrate content proficiency by:

- 7.1 Describing methods for maintaining the health and ensuring the safety of children;
- 7.2 Identifying common childhood illnesses and accidents;
- 7.3 Proposing practices and precautions that can be taken to prevent childhood illnesses and accidents;
- 7.4 Describing the relationship of a nutritionally balanced diet to optimum health;
- 7.5 Analyzing and applying sanitation practices to maintain the health of a child;
- 7.6 Investigating and selecting community agencies and resources that provide child health care services and information;
- 7.7 Using appropriate first-aid procedures for children;
- 7.8 Investigating and reporting on public laws that deal with the health and safety of children;
- 7.9 Evaluating a child's environment for health and safety factors and making recommendations for improvement;

- 7.10 Developing plans for emergencies and disasters; and
- 7.11 Planning a nutritionally balanced diet that is appropriate for a child.

## Standard 8 **Learning, Play, and Recreation**

Students will understand the value and methods of providing infants, children, and adolescents with learning, play, and recreational activities. They will demonstrate content proficiency by:

- 8.1 **Identifying and describing the purposes of play, learning, and recreational activities to the physical, social, emotional, and intellectual development of children and adolescents;**
- 8.2 **Identifying factors to consider when selecting and purchasing play, learning, and recreational materials;**
- 8.3 **Choosing or creating materials that are appropriate for the developmental levels of children;**
- 8.4 **Evaluating facilities, equipment, and materials that contribute to a child's development, such as toys, stories, games, play spaces, and materials, including computers and computer applications;**
- 8.5 **Describing the caregiver's role in learning, recreational, and play activities;**
- 8.6 Describing the relationship of learning, play, and recreational activities to the commonly accepted principles of the development of children and adolescents;
- 8.7 Analyzing how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contributes to a child's learning and self-concept;
- 8.8 Describing the relationship between the developmental level of children and the development of creativity;
- 8.9 Planning, conducting, and evaluating activities for creative development, such as art, music, and movement and dramatic play, suitable for children at various stages of development; and
- 8.10 Planning, conducting, and evaluating various learning, play, and recreational activities that enhance the physical development of children and adolescents.

## Standard 9 **Cultural Diversity**

Students will understand the child-rearing traditions and customs of various cultures as those practices relate to children's behavior and learning and

the importance of considering children's backgrounds when interacting with families and children. They will demonstrate content proficiency by:

- 9.1 Recognizing the roles and responsibilities of family members from various cultures;
- 9.2 Identifying the influence of culture on a child's behavior and learning;
- 9.3 Recommending appropriate strategies for providing for the needs of children from various cultures; and
- 9.4 Selecting bias-free materials and activities.

## Standard 10 **Children with Special Needs**

Students will understand the contributions and considerations for the care of children with special needs, including children with physical and learning disabilities and gifted children, and ways in which those children's needs can be met to enhance self-concept and self-worth. They will demonstrate content proficiency by:

- 10.1 Defining the term *children with special needs*;
- 10.2 Identifying characteristics of children with special needs;
- 10.3 Discussing the importance of early identification of children with special needs;
- 10.4 Describing and analyzing strategies for helping children with special needs;
- 10.5 Identifying agencies and programs that provide services for children with special needs; and
- 10.6 Investigating equipment, techniques, and practices for helping children with special needs.

## Standard 11 **Changes That Affect Children**

Students will understand how change affects infants, children, and adolescents and the importance of providing appropriate methods for adapting to change. They will demonstrate content proficiency by:

- 11.1 Identifying factors contributing to change in the lives of children and adolescents and ways in which they might respond to change;
- 11.2 Analyzing how changes and crises affect infants, children, and adolescents;
- 11.3 Explaining how various role models influence children's and adolescents' ability to cope;

- 11.4 Recommending appropriate strategies and resources that help children and adolescents in adapting to changes and crises; and
- 11.5 Explaining how changes in technology have an impact on children and adolescents and describing methods for helping them to adapt to those changes.

## Standard 12 **Careers Related to Child Development and Education**

Students will understand careers related to child development and education. They will demonstrate content proficiency by:

- 12.1 **Identifying characteristics of effective child development and education professionals;**
- 12.2 **Comparing personal interests, aptitudes, and abilities with those required in child development and education careers;**
- 12.3 **Evaluating career options related to child development and education, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and**
- 12.4 Developing a career plan in child development and education that reflects upward career mobility and opportunities for entrepreneurship.

# Consumer Education Content Area Standards

Listed below are the content area standards for consumer education.

## Standard 1 **Consumer Economics**

Students will understand the interrelationship of individuals and families and the national economy. They will demonstrate content proficiency by:

- 1.1 Describing how consumers are influenced by mass media, society, and cultural and economic backgrounds; and
- 1.2 Examining ways in which individual and family consumer decisions affect and are affected by the national economy.

## Standard 2 **Consumer Decisions**

Students will understand the process for making consumer decisions through the use of decision-making models. They will demonstrate content proficiency by:

- 2.1 Defining values, goals, needs, and wants;
- 2.2 Defining and applying personal values, long- and short-term goals, needs, and wants as they relate to consumer decisions;
- 2.3 Identifying the steps of a decision-making model and applying the process to a variety of consumer situations;
- 2.4 Describing how personal values, goals, and choices are influenced by mass media, society, and cultural and economic backgrounds;
- 2.5 Describing how personal values, goals, and choices are influenced by self-concept, family members, and peers; and
- 2.6 Identifying ways to use personal, family, and community resources to extend opportunities for achieving goals.

## Standard 3 **Consumer Purchases**

Students will understand how to compare and evaluate goods and services. They will demonstrate content proficiency by:

- 3.1 Evaluating sources of information about goods and services to determine their reliability;
- 3.2 Identifying, comparing, and evaluating retail or wholesale sources or both for consumer goods and services;



- 3.3 **Evaluating warranties, guarantees, and labels for consumer purchases;**
- 3.4 Differentiating between reliable and deceptive advertising terminology and sales techniques; and
- 3.5 Listing factors that affect the availability, quality, and cost of products.

## Standard 4 **Financial Management**

Students will understand how to manage financial resources to achieve goals. They will demonstrate content proficiency by:

- 4.1 **Defining financial management terms;**
- 4.2 **Developing a budget for an individual or family based on estimated income, needs, wants, goals, and lifestyle;**
- 4.3 **Comparing guidelines that individuals and families can use in applying for and using credit;**
- 4.4 Interpreting a wage statement and applying the information to develop a budget for an individual or a family;
- 4.5 Examining changing patterns of resources, spending, and savings during the family life cycle;
- 4.6 Evaluating different types of systems for keeping individual and family records;
- 4.7 Evaluating information about available financial services;
- 4.8 Relating the effective use of loans to the ability to achieve personal and career goals;
- 4.9 Comparing advantages and disadvantages of various methods of computing interest;
- 4.10 Computing the dollar cost of credit and comparing various sources of credit;
- 4.11 Determining a plan to achieve specific individual and family financial goals, using financial services as appropriate;
- 4.12 Examining investment plans to meet individual and family goals at various stages of the life cycle;
- 4.13 Identifying and evaluating individual and family insurance needs throughout the different stages of the life cycle;
- 4.14 Completing an income tax return form; and
- 4.15 Analyzing the impact of technology on financial management.

## Standard 5 **Consumer Rights and Responsibilities**

Students will understand consumer resources, rights, and responsibilities.

They will demonstrate content proficiency by:

- 5.1 **Analyzing acceptable and ethical consumer practices and behaviors;**
- 5.2 **Identifying consumer protection laws, agencies, services, and procedures for solving consumer problems;**
- 5.3 **Explaining consumer rights and responsibilities;**
- 5.4 Assessing the effect of consumer choices and behavior on small and large business owners, other consumers, and the environment;
- 5.5 Analyzing laws and regulations that protect the consumer;
- 5.6 Assessing legal responsibilities and obligations when a credit contract has been signed;
- 5.7 Examining ways in which consumer advocates and volunteer groups affect consumer choices and laws;
- 5.8 Examining the impact of laws that regulate advertising;
- 5.9 Exploring appropriate procedures, including the use of redress, to solve consumer problems; and
- 5.10 Listing examples of consumer laws that regulate individual, corporate, and business practices and behavior.

## Standard 6 **Role of Government**

Students will understand the role of government in the economy at the local, state, and national levels. They will demonstrate content proficiency by:

- 6.1 **Identifying the purposes for which taxes are collected at the local, state, and federal levels;**
- 6.2 **Analyzing the consequences of consumer legislation on consumers and the economy;**
- 6.3 Describing the impact of fiscal and monetary policy on individuals, families, and the community;
- 6.4 Assessing key indicators of economic performance through the use of charts, graphs, and other tools of analysis; and
- 6.5 Analyzing government regulations and ways in which they affect local, state, and national economies.

## Standard 7 **Marketplace Functions**

Students will understand the functions of the marketplace. They will demonstrate content proficiency by:

- 7.1 **Describing ways in which competition affects the quantities and prices of goods and services available to consumers;**
- 7.2 **Analyzing economic relationships that exist between households and businesses in a market economy;**
- 7.3 Identifying factors that determine supply and demand;
- 7.4 Analyzing the effects of increases and decreases in supply and demand on price and quantity;
- 7.5 Recognizing the characteristics of competitive and noncompetitive market structures and assessing their impact on consumer choices; and
- 7.6 Comparing the effects of inflation, recession, and unemployment on businesses, individuals, families, and communities.

## Standard 8 **Economic Concepts**

Students will understand the basic economic concepts that affect consumers. They will demonstrate content proficiency by:

- 8.1 **Defining the basic concepts and components of the U.S. economic system;**
- 8.2 **Relating the basic concepts and components of the U.S. economic system to the student's role within the economy, including the circular flow of the market economy;**
- 8.3 Defining economic terms, such as *scarcity*, *opportunity cost*, *tradeoffs*, and *resource allocation*; and
- 8.4 Explaining the relationships of scarcity, choice, and opportunity costs.

## Standard 9 **Economic Systems**

Students will understand different economic systems. They will demonstrate content proficiency by:

- 9.1 Comparing market, command, mixed, and traditional economies;
- 9.2 Recognizing the characteristics of different economic systems and assessing their impact on consumer choices;
- 9.3 Determining the advantages and disadvantages of bartering and negotiating to achieve goals;

- 9.4 Analyzing personal beliefs regarding the role of government regulation and the effect of regulations and policies on broad social goals; and
- 9.5 Analyzing the role of the Federal Reserve System and its effects on the consumer.

## Standard 10 **Global Economy**

Students will understand the concept of a global economy. They will demonstrate content proficiency by:

- 10.1 Defining the economic concepts of absolute and comparative advantage;
- 10.2 Comparing work patterns in the U.S. with those in other countries;
- 10.3 Analyzing the relationships of specialization of labor and economic interdependency;
- 10.4 Debating the impact of free trade and protectionism and its effect on the consumer;
- 10.5 Identifying how international trade and immigration affect the U.S. economy and the cost of various goods and services;
- 10.6 Determining the value of the dollar based on foreign exchange rates; and
- 10.7 Explaining how current technological changes affect the global economy.

## Standard 11 **Careers Related to Consumer Services**

Students will understand careers related to consumer services. They will demonstrate content proficiency by:

- 11.1 **Identifying characteristics of effective consumer services professionals;**
- 11.2 **Comparing personal interests, aptitudes, and abilities with those required in consumer services careers;**
- 11.3 **Evaluating career options related to consumer services, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and**
- 11.4 Developing a career plan in consumer services that reflects upward career mobility and opportunities for entrepreneurship.

# Family Living and Parenting Education

## Content Area Standards

Listed below are the content area standards for family living and parenting education.

### Standard 1 **Family and Society**

Students will understand the function of the family as a basic unit of society. They will demonstrate content proficiency by:

- 1.1 **Describing the function of the family and the socioeconomic and cultural influences;**
- 1.2 **Identifying the differences in family structures;**
- 1.3 **Analyzing the meaning of *family* and the value of families to individuals and society;**
- 1.4 Comparing the families of past generations with contemporary families;
- 1.5 Analyzing how economic and societal changes influence family and work roles and responsibilities; and
- 1.6 Describing the future impact of technology on families and relationships.

### Standard 2 **Contributions of the Family**

Students will understand the contributions of the family to the development of individuals. They will demonstrate content proficiency by:

- 2.1 **Explaining the function of the family in providing a nurturing environment for its members;**
- 2.2 **Describing various roles and responsibilities assumed by family members during each stage of the life cycle;**
- 2.3 **Describing ways for family members to become involved in family functions and responsibilities;**
- 2.4 **Describing causes and effects of stereotyping in the development of and changes in family roles;**
- 2.5 **Examining traditional and nontraditional roles and responsibilities of family members;**

- 2.6 **Explaining the contributions of the aged to the family unit and to society;**
- 2.7 Explaining ways in which families influence individual self-esteem, personality development, values, and relationships;
- 2.8 Explaining the implications and consequences when family members do not fulfill their responsibilities; and
- 2.9 Describing the importance of personal and family involvement in the community and ways for individuals to provide community service.

### Standard 3 **Personal Development**

Students will understand the factors that affect the development of self-concept, values, character, personality, and philosophy of life. They will demonstrate content proficiency by:

- 3.1 **Identifying personal values and goals and describing the role of values in making decisions and achieving goals;**
- 3.2 **Comparing, prioritizing, and setting short-term and long-term goals; and**
- 3.3 **Describing the factors that contribute to the development of character and personality.**

### Standard 4 **Positive Relationships**

Students will understand that positive relationships are built on feelings of self-worth, effective communication, common values and goals, and responsible behavior. They will demonstrate content proficiency by:

- 4.1 **Analyzing the characteristics and behaviors that contribute to developing positive relationships;**
- 4.2 **Analyzing the positive qualities of their relationships, including those with family, friends, teachers, and employers;**
- 4.3 **Explaining communication strategies that can resolve conflicts and build successful relationships;**
- 4.4 **Describing and applying effective verbal and nonverbal communication skills that build positive relationships, enhance self-esteem, and increase respect for others;**
- 4.5 Describing common values and goals that promote positive, lasting relationships; and
- 4.6 Illustrating how relationships are important in helping people cope with their changing world and life events.

## Standard 5 **Dating Relationships and Commitments**

Students will understand dating relationships, love, and commitment. They will demonstrate content proficiency by:

- 5.1 **Identifying the purpose of dating and the qualities of a dating partner;**
- 5.2 Analyzing the problems involved in dating;
- 5.3 Assessing personal qualities that lead to the selection of a suitable partner or mate and love and commitment to the relationship;
- 5.4 Examining family, legal, societal, and cultural factors that influence the selection of a mate;
- 5.5 Analyzing the importance of abstinence in dating relationships;
- 5.6 Describing responsible and irresponsible behaviors and the consequences of each; and
- 5.7 Analyzing the influence of the media in shaping sexual attitudes and behavior.

## Standard 6 **Marriage and Family Life**

Students will understand the components of marriage and family life. They will demonstrate content proficiency by:

- 6.1 **Analyzing expectations of marriage and family life and the factors that contribute to effective relationships;**
- 6.2 **Comparing the advantages and disadvantages of single life, marriage, and parenthood;**
- 6.3 Comparing traditional marriage with other forms of cohabitation and lifestyles;
- 6.4 Analyzing the meaning and responsibilities of commitment to one person in marriage or in long-term relationships;
- 6.5 Explaining the areas of adjustment for a successful marriage or long-term commitment; and
- 6.6 Analyzing the difference between physical and psychological intimacy.

## Standard 7 **Parenting Skills**

Students will understand skills necessary for parenting and child guidance. They will demonstrate content proficiency by:

- 7.1 **Describing the responsibilities of being a parent;**

- 7.2 Evaluating different styles and strategies of parenting; and
- 7.3 Explaining the role of the parent in the physical, emotional, social, and intellectual development of the child.

## Standard 8 **Major Life Changes**

Students will understand the adjustments needed to adapt to major life changes throughout the life cycle. They will demonstrate content proficiency by:

- 8.1 **Describing common major life changes, issues, and adjustments that individuals encounter during the life cycle;**
- 8.2 Summarizing adjustments required as family structures change;
- 8.3 Analyzing the factors that help facilitate life adjustments;
- 8.4 Applying the decision-making process to meet the demands of different family structures;
- 8.5 Analyzing the effects of unemployment, career change, retraining, incarceration, and retirement;
- 8.6 Describing the adjustments needed by two-career families;
- 8.7 Describing the changes that occur in the aging process, the special needs of the aged, and the ways in which those needs may be met by family members and community agencies;
- 8.8 Examining skills that are needed by individuals who care for family members with special emotional, physical, social, and economic needs; and
- 8.9 Explaining current laws and court decisions relating to marriage, parenthood, death, and dissolution of marriage.

## Standard 9 **Conflicts and Crises**

Students will understand strategies and resources for managing conflicts and crises. They will demonstrate content proficiency by:

- 9.1 **Identifying sources and the effects of conflicts and crises in a variety of work, personal, and family situations;**
- 9.2 **Assessing personal attributes and available resources for coping with conflicts and crises;**
- 9.3 **Applying strategies for coping with personal, social, and work-related conflicts and crises;**
- 9.4 Explaining the effects of positive and negative stress factors on psychological and physiological well-being; and



- 9.5 Explaining the services of local public and private agencies available to help individuals and families.

## Standard 10 **Careers Related to Family and Human Services**

Students will understand careers related to family and human services. They will demonstrate content proficiency by:

- 10.1 **Identifying the characteristics of effective family and human services professionals;**
- 10.2 **Comparing personal interests, aptitudes, and abilities with those required in family and human services careers;**
- 10.3 **Evaluating career options related to family and human services, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and**
- 10.4 Developing a career plan in family and human services that reflects upward career mobility and opportunities for entrepreneurship.

# Fashion, Textiles, and Apparel

## Content Area Standards

Listed below are the content area standards for fashion, textiles, and apparel.

### Standard 1 **Apparel and Behavior**

Students will understand how fashion, textiles, and apparel meet social, physical, and psychological needs of individuals and family members. They will demonstrate content proficiency by:

- 1.1 **Differentiating between appropriate and inappropriate dress for a variety of situations;**
- 1.2 **Explaining how fashion, textiles, and apparel selection meet social, physical, and psychological needs;**
- 1.3 Analyzing how fads and fashion influence fashion and textile choices; and
- 1.4 Explaining how cultural values and ideals are expressed through fashion, textiles, and apparel.

### Standard 2 **Elements and Principles of Design**

Students will understand the elements and principles of design as they apply to apparel. They will demonstrate content proficiency by:

- 2.1 **Explaining and applying fundamental concepts of the elements and principles of design to fashion, textiles, and apparel;**
- 2.2 **Applying elements and principles of design to enhance various body types;**
- 2.3 Explaining how the selection and placement of accessories influence appearance;
- 2.4 Explaining how the elements and principles of design are used to select accessories;
- 2.5 Combining complementary apparel and accessory items to achieve a desired image; and
- 2.6 Relating the elements and principles of design to costumes and textile designs.

### Standard 3 **Color Theory**

Students will understand the theory and use of color in fashion, textiles, and apparel. They will demonstrate content proficiency by:

- 3.1 **Identifying color terminology and color schemes;**
- 3.2 **Creating a color wheel and various examples of color schemes;**
- 3.3 **Selecting apparel colors to flatter various skin undertones;**
- 3.4 Creating a value chart, including tints and shades; and
- 3.5 Selecting colors for apparel and accessories to complement the individual.

### Standard 4 **Wardrobe Planning and Budgeting**

Students will understand the principles of wardrobe planning and the factors influencing apparel budgets for individuals and families. They will demonstrate content proficiency by:

- 4.1 **Selecting fashion, textile, and apparel products that are appropriate for a variety of situations;**
- 4.2 **Planning and selecting apparel that is complementary to an individual's body type, coloring, and personality;**
- 4.3 Creating a plan for fashion and apparel purchases for a hypothetical individual or family and justifying purchases on the basis of such factors as cost, family activities, coordination, and care;
- 4.4 Evaluating apparel choices according to an individual's goals;
- 4.5 Conducting an inventory of a current wardrobe and projecting and developing a plan to meet future needs;
- 4.6 Analyzing a family's clothing needs and wants during various stages of the family life cycle;
- 4.7 Developing a plan for extending and expanding a wardrobe;
- 4.8 Illustrating methods for extending an apparel budget through effective planning and shopping techniques;
- 4.9 Investigating ways to expand the apparel budget by recycling or resale of wardrobe and household items;
- 4.10 Evaluating the influence of workplace requirements for wardrobes; and
- 4.11 Developing an apparel budget appropriate for the needs of an individual or a family.

## Standard 5 **History of Fashion**

Students will understand the historical development of modern dress. They will demonstrate content proficiency by:

- 5.1 **Investigating the influence of historic clothing on current fashions and fads;**
- 5.2 Analyzing the cultural and historic development of fashions, textiles, and apparel;
- 5.3 Researching the contributions of specific cultures to fashion and design;
- 5.4 Designing a garment or textile product that reflects a specific cultural group or time period; and
- 5.5 Describing the changes in fashion brought about by technological advances.

## Standard 6 **Apparel Analysis**

Students will understand differences in quality and sources of manufactured and custom apparel. They will demonstrate content proficiency by:

- 6.1 **Evaluating and comparing the quality of manufactured and custom apparel;**
- 6.2 **Comparing similar garments at various retail sources for cost and quality;**
- 6.3 Evaluating the pros and cons of self-constructed and purchased apparel and textile items in terms of time, energy, and costs;
- 6.4 Compiling a directory of retail outlets for various markets, including television and computer sources; and
- 6.5 Comparing services offered by different sources of apparel.

## Standard 7 **Apparel for Individuals with Special Needs**

Students will understand the factors influencing apparel for individuals with special needs. They will demonstrate content proficiency by:

- 7.1 Identifying sources that provide or sell fashions, textiles, or apparel to people with special needs;
- 7.2 Analyzing the information provided by public and private agencies regarding fashions, textiles, and apparel for individuals with special needs;

- 7.3 Selecting fiber and fabric construction methods that are best suited to individuals with special needs;
- 7.4 Modifying and designing garments for individuals with special needs; and
- 7.5 Identifying notions, such as closures and accessories, appropriate for constructing apparel for individuals with special needs.

## Standard 8 **Textiles**

Students will understand the characteristics of different textile fibers, fabrics, and finishes. They will demonstrate content proficiency by:

- 8.1 **Describing the influence of fabric care on textile selection;**
- 8.2 **Distinguishing between natural and manufactured fibers;**
- 8.3 **Describing the characteristics of woven, nonwoven, and knitted processes;**
- 8.4 **Selecting appropriate products and techniques to remove stains from clothing and textiles;**
- 8.5 Examining the chemical and physical properties of fibers and fabrics;
- 8.6 Applying knowledge of textiles and regulations for apparel to decisions about apparel;
- 8.7 Selecting textiles with appropriate finishes for the intended textile use;
- 8.8 Describing the effects of various methods of caring for apparel and household textiles and the impact on energy and conservation of resources; and
- 8.9 Evaluating and selecting a variety of procedures and products designed to care for apparel and textiles.

## Standard 9 **Creating Custom Apparel**

Students will understand basic apparel construction. They will demonstrate content proficiency by:

- 9.1 **Selecting appropriate materials, tools, and equipment for maintenance and construction of apparel;**
- 9.2 **Measuring the body accurately;**
- 9.3 **Constructing apparel and household textile items through the use of appropriate custom construction techniques and equipment;**
- 9.4 **Evaluating basic techniques used in sewing, such as constructing seams and hems and adding zippers and fasteners.**

- 9.5 **Selecting fabrics appropriate for apparel items;**
- 9.6 Developing advanced custom construction skills through the use of unusual fabrics, techniques for fit and alterations, and complex patterns;
- 9.7 Using computers in selecting, planning, and designing projects;
- 9.8 Assessing factors to consider in purchasing equipment for home or commercial use;
- 9.9 Analyzing the use of appropriate finishing techniques for garments constructed either by custom or by manufactured methods; and
- 9.10 Using advanced-level apparel construction skills, such as altering, redesigning, and reweaving.

## **Standard 10 Remodeling and Recycling Clothing**

Students will understand how to remodel and recycle clothing. They will demonstrate content proficiency by:

- 10.1 Estimating the cost of remodeling and recycling garments;
- 10.2 Identifying current fashions that would be appropriate for recycling and remodeling garments; and
- 10.3 Determining ways in which old clothing or household textiles or both can be repaired, recycled, or restored.

## **Standard 11 Garment Alteration**

Students will understand how to alter a garment. They will demonstrate content proficiency by:

- 11.1 Identifying and evaluating resources and services available for altering and repairing clothing;
- 11.2 Evaluating the appropriateness of altering an apparel item;
- 11.3 Using techniques for marking garments for alterations;
- 11.4 Recommending necessary alterations;
- 11.5 Performing quality alterations; and
- 11.6 Evaluating the fit of an altered apparel item.

## **Standard 12 Careers Related to Fashion Design, Manufacturing, and Merchandising**

Students will understand careers related to fashion design, manufacturing, and merchandising. They will demonstrate content proficiency by:

- 12.1 Identifying characteristics of effective fashion design, manufacturing, and merchandising professionals;
- 12.2 Comparing personal interests, aptitudes, and abilities with those required in fashion design, manufacturing, and merchandising careers;
- 12.3 Evaluating career options related to fashion, design, manufacturing, and merchandising, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and
- 12.4 Developing a career plan in fashion, textiles, and apparel that reflects upward career mobility and opportunities for entrepreneurship.

## Food and Nutrition Content Area Standards

Listed below are the content area standards for food and nutrition.

### Standard I **Nutrition and Health**

Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle. They will demonstrate proficiency by:

- 1.1 **Defining the relationship between nutrition and good health;**
- 1.2 **Explaining and comparing the food categories and recommended servings in the Food Guide Pyramid with those in their daily diet;**
- 1.3 **Identifying the major nutrients and explaining their functions and sources;**
- 1.4 **Comparing and analyzing label information on food products;**
- 1.5 **Describing food-related illnesses, including anorexia, bulimia, obesity, and malnutrition;**
- 1.6 Explaining the process of digestion, absorption, and metabolism in the body's use of food;
- 1.7 Defining the criteria for the evaluation of nutritional information and categorizing them into valid and nonvalid sources;
- 1.8 Evaluating nutritional needs that occur during various stages of the life cycle and designing a diet to meet the changing nutritional needs of individuals in different stages of the life cycle;
- 1.9 Examining the relationship of lifestyle, occupation, gender, age, body structure, stress, and other factors to nutritional needs, food choices, and habits;
- 1.10 Analyzing the effects of poor nutrition and substance abuse on prenatal, child, teen, and adult development and health;
- 1.11 Reviewing and reporting on current research that examines the effects of food additives, salt, sugar, fats, and complex carbohydrates;
- 1.12 Defining current nutritional terminology, such as *natural*, *organic*, *reduced fat*, and *enriched*;
- 1.13 Comparing and evaluating dietary programs and information that deal with weight control and nutrition;
- 1.14 Evaluating the influence of the media on nutrition and physical fitness; and

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Statements in **boldface type** designate essential benchmarks that must be taught and assessed in the CFS Comprehensive Core.



- 1.15 Identifying and describing the services of public and private agencies that provide food and nutrition information and protection to consumers at the local, state, and national levels.

## Standard 2 **Food Safety and Sanitation**

Students will understand the principles of maintaining food safety and sanitation. They will demonstrate proficiency by:

- 2.1 **Identifying organisms that cause food spoilage, sources of contamination, and conditions required for the growth of organisms;**
- 2.2 **Identifying common types of food-borne illnesses;**
- 2.3 **Employing sanitary practices before, during, and after food preparation and service;**
- 2.4 **Selecting proper techniques for storage and preparation of food;**
- 2.5 **Describing the agencies that determine food safety regulations;**
- 2.6 Comparing the responsibilities of various governmental agencies concerned with food safety and nutrition; and
- 2.7 Analyzing messages about food safety issues that consumers receive from the media.

## Standard 3 **Facilities and Equipment**

The student will understand the selection, use, and care of safe and efficient facilities and equipment. They will demonstrate content proficiency by:

- 3.1 **Identifying and minimizing safety hazards in the kitchen;**
- 3.2 **Identifying and selecting steps to be followed during emergencies related to accidents with food and equipment;**
- 3.3 Listing special precautions to ensure safe kitchen environments for children and individuals with special needs;
- 3.4 Analyzing a variety of surfaces and materials used in kitchens and assessing their characteristics in terms of sanitation, safety, and maintenance;
- 3.5 Designing a kitchen plan that incorporates the principles of safety and efficiency, including the work triangle concept;
- 3.6 Describing food preparation equipment and appliances in terms of needs, want, cost, safety, efficiency, use, and care;
- 3.7 Applying appropriate practices when using, maintaining, and storing food preparation equipment and appliances;

- 3.8 Comparing the characteristics of similar equipment in terms of time, cost, storage, size, maintenance, safety, and efficiency;
- 3.9 Using a variety of appliances, equipment, and techniques to prepare food and meals; and
- 3.10 Developing a list of the most essential equipment and appliances for individuals and families on limited budgets and with limited food preparation facilities.

## Standard 4 **Meal Management**

Students will understand the principles of food purchasing and meal management. They will demonstrate proficiency by:

- 4.1 **Identifying ways to manage time, energy, and resources when planning and preparing meals;**
- 4.2 **Using the management techniques for conserving time, energy, and resources when planning and preparing foods or meals;**
- 4.3 **Using consumer skills to save money when selecting foods;**
- 4.4 **Applying decision-making skills for purchasing food;**
- 4.5 Comparing information on food labels to compute unit cost, serving sizes, and amount needed;
- 4.6 Planning meals that apply the principles of contrasts in flavors, colors, textures, and temperatures;
- 4.7 Comparing the advantages and disadvantages of using commercially prepared and convenience food products with those of using home-prepared foods in terms of cost, quality, nutritional value, time, and energy;
- 4.8 Developing a food budget for an individual or a family or both based on income, nutritional needs, and stages of the life cycle;
- 4.9 Comparing information about fresh and processed food in terms of storage, safety, use, cost, and nutritional value;
- 4.10 Using consumer skills in selecting food that include comparing and selecting quality, unit prices, products, expiration dates, and brands;
- 4.11 Identifying and comparing local food source outlets for cost, convenience, services, and variety of selections;
- 4.12 Summarizing the advantages and disadvantages of preparing meals at home and dining out;
- 4.13 Comparing meals and computing meal costs for time, money, resources, nutritional quality, and satisfaction for various lifestyles and different stages of the life cycle; and

- 4.14 Analyzing food needs, methods of procurement, and storage space for hypothetical disasters and emergencies.

## Standard 5 **Food Preparation**

Students will understand the principles of food preparation. They will demonstrate proficiency by:

- 5.1 **Using appropriate equipment and techniques for dry and liquid measurements;**
- 5.2 **Converting volume and weight measurements to increase and decrease yields of recipes;**
- 5.3 **Interpreting a standardized recipe to prepare a food product;**
- 5.4 **Defining food preparation terminology used in the preparation of a variety of food products;**
- 5.5 **Describing the properties and functions of ingredients used to prepare foods;**
- 5.6 **Applying food preparation techniques that preserve nutrients and enhance the flavor and appearance of food;**
- 5.7 Identifying food preparation techniques that can affect health;
- 5.8 Defining and demonstrating food preparation techniques and skills;
- 5.9 Analyzing time, energy, equipment, and use of resources in food preparation for individuals and families with various lifestyles or at different stages of the life cycle;
- 5.10 Applying basic concepts of food preparation and nutrition by planning, preparing, and serving aesthetically pleasing and nutritious meals;
- 5.11 Examining and applying psychology and aesthetics of food presentation;
- 5.12 Selecting appropriate food ingredients as substitutions in standardized recipes; and
- 5.13 Investigating and describing current trends in food preparation.

## Standard 6 **Meal Service and Etiquette**

Students will understand styles of meal service and commonly accepted etiquette practices. They will demonstrate content proficiency by:

- 6.1 **Practicing basic table-setting techniques;**
- 6.2 **Practicing table manners and etiquette as commonly accepted in the United States;**

- 6.3 Describing and practicing table settings for various occasions; and
- 6.4 Describing and practicing a variety of meal service styles.

## Standard 7 **Food and Culture**

Students will understand that culture influences food choices and etiquette. They will demonstrate proficiency by:

- 7.1 **Identifying regional differences in the United States affecting the preparation and service of foods;**
- 7.2 **Identifying cultural differences affecting the preparation and service of foods;**
- 7.3 Researching different cultures and comparing food preparation techniques, table settings, meal etiquette, and food habits and traditions commonly found in the United States; and
- 7.4 Relating the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits.

## Standard 8 **The Science of Food and Nutrition**

Students will understand the principles of science related to food preparation and nutrition. They will demonstrate proficiency by:

- 8.1 **Defining nutrients and nutrient density;**
- 8.2 **Applying the basic principles of science to food preparation;**
- 8.3 **Analyzing and comparing the nutrient composition of a variety of foods and recipes;**
- 8.4 Relating the types and functions of proteins, carbohydrates, fats, vitamins, and minerals to dietary needs and associated health conditions throughout the life cycle;
- 8.5 Describing the biochemical processes enabling the body to use nutrients from food;
- 8.6 Describing the function of chemicals and additives in specific foods;
- 8.7 Describing modifications in diet and physical activity to meet the nutritional needs of individuals in various age groups with different body types, activity levels, and health conditions;
- 8.8 Explaining the effects of medications, alcohol, and drugs on the absorption and metabolism of nutrients;
- 8.9 Applying data from nutritional research studies to evaluate information on nutrition and diet;

- 8.10 Relating energy, acids, bases, and the states of matter to food and food sensory evaluation; and
- 8.11 Describing the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value.

## Standard 9 **Food Production and Technology**

Students will understand food production, processing, distribution methods, and the relationship of those techniques to the consumer food supply. They will demonstrate proficiency by:

- 9.1 Describing technological advances that have affected food production, processing, and distribution;
- 9.2 Evaluating the impact of current and emerging food technologies on food quality, availability, and cost;
- 9.3 Analyzing health, safety, and environmental issues related to current and emerging food technologies, such as irradiation and genetic engineering;
- 9.4 Describing quality assurance procedures used in food science or food processing companies or both;
- 9.5 Comparing food production and processing techniques, safety standards, and distribution methods in the world marketplace;
- 9.6 Investigating and describing the evolution and development of food products and preparation equipment;
- 9.7 Describing and comparing different methods of preserving foods, including freezing, drying, canning, dehydrating, and using cold storage; and
- 9.8 Explaining the methods used in the United States and other countries for retarding bacterial growth in food processing and distribution.

## Standard 10 **Careers Related to Food Service, Food Science, Dietetics, and Nutrition**

Students will understand careers related to food service, food science, dietetics, and nutrition. They will demonstrate content proficiency by:

- 10.1 **Identifying characteristics of effective food service, food science, dietetics, and nutrition professionals;**
- 10.2 **Comparing personal interests, aptitudes, and abilities with those required in food service, food science, dietetics, and nutrition careers;**

- 10.3 Evaluating career options related to food service, food science, dietetics, and nutrition, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and
- 10.4 Developing a career plan in food and nutrition that reflects upward career mobility and opportunities for entrepreneurship.

# Housing and Furnishings

## Content Area Standards

Listed below are the content area standards for housing and furnishings.

### Standard I **Housing Decisions**

Students will understand the factors and options that influence housing decisions. They will demonstrate content proficiency by:

- 1.1 **Assessing factors that influence needs for living space;**
- 1.2 **Identifying and evaluating housing alternatives and the factors that influence housing decisions;**
- 1.3 **Identifying the factors and explaining the process for determining the appropriate percentage of income needed for housing;**
- 1.4 Analyzing the characteristics of a neighborhood and community for desirability of housing;
- 1.5 Identifying personal and safety housing requirements for individuals, including children, the elderly, and individuals with special needs;
- 1.6 Comparing needs for housing at different stages of the life cycle;
- 1.7 Comparing renting with owning a home;
- 1.8 Evaluating the effects of shared housing on individual rights, responsibilities, privacy, and cooperation;
- 1.9 Comparing remodeling with relocating;
- 1.10 Interpreting the components of a lease, rental agreement, or purchase contract;
- 1.11 Investigating ways to finance a home purchase;
- 1.12 Identifying and describing community agencies that provide services to help individuals and families with housing needs and concerns;
- 1.13 Researching landlord and tenant rights and responsibilities; and
- 1.14 Researching public and private resources available to help in planning modifications of living environments for individuals with special needs.

## Standard 2 **Home Furnishings, Accessories, and Equipment**

Students will understand factors influencing the selection and care of home furnishings, accessories, and equipment. They will demonstrate content proficiency by:

- 2.1 **Describing factors that influence selection of home furnishings and equipment;**
- 2.2 **Assessing basic furnishings and equipment needs for individuals and families;**
- 2.3 **Identifying factors that determine quality in home furnishings and equipment;**
- 2.4 **Developing a plan and budget for furnishing a room or home or both for a specified situation;**
- 2.5 Comparing sources and alternatives for purchasing new and used home furnishings and equipment;
- 2.6 Recommending appropriate care, repair, and maintenance of home furnishings and equipment;
- 2.7 Identifying and predicting the impact of new technology on home furnishings and equipment; and
- 2.8 Recycling, refinishing, or restoring home furnishings.

## Standard 3 **Safe and Healthy Living Environments**

Students will understand the importance of a safe and healthy living environment. They will demonstrate content proficiency by:

- 3.1 **Describing reasons for having a safe, clean, and orderly living environment;**
- 3.2 **Describing and scheduling routine care for interiors;**
- 3.3 **Describing potential health and safety hazards in the home and practices that can prevent accidents and illnesses;**
- 3.4 **Developing a plan for handling home emergencies;**
- 3.5 Developing a plan that includes cleaning techniques that save time and energy;
- 3.6 Comparing the costs, energy, time, skills, and tools needed to perform home maintenance and improvement tasks;
- 3.7 Describing ways in which special devices, equipment, and strategies can be used to make the home environment safer and more comfortable for individuals with special needs; and
- 3.8 Analyzing floor plans and elevations for safety, organization, and maintenance.



## Standard 4 **Elements and Principles of Design**

Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment. They will demonstrate content proficiency by:

- 4.1 **Applying the elements and principles of design to evaluate the aesthetics of a living environment;** and
- 4.2 Using the elements and principles of design to select home furnishings and equipment.

## Standard 5 **Color Theory**

Students will understand the theory and use of color in living environments. They will demonstrate content proficiency by:

- 5.1 **Identifying color terminology and color schemes;**
- 5.2 **Using a color wheel to identify examples of various color schemes;**
- 5.3 **Analyzing the use of color for psychological effect;**
- 5.4 **Applying and evaluating color schemes to achieve an aesthetically pleasing living environment;**
- 5.5 Explaining the science of color perception; and
- 5.6 Using tints and shades to create a desired effect in a living environment.

## Standard 6 **Space Planning**

Students will understand principles and factors that influence space planning. They will demonstrate content proficiency by:

- 6.1 **Defining and applying traffic patterns in designing space for living, work, and storage;**
- 6.2 **Evaluating living space to meet the needs of an individual or a family;**
- 6.3 **Designing a plan for remodeling or redecorating a room to meet the needs of an individual or a family;**
- 6.4 Describing factors to consider in planning areas for living, storage, and work;
- 6.5 Designing and planning living space to meet individual, family, and group needs throughout the life cycle;
- 6.6 Evaluating a living environment to meet the requirements of individuals with special needs;

- 6.7 Exploring the uses of technology in space planning; for example, computer-assisted drafting programs; and
- 6.8 Suggesting ways to incorporate outdoor space into the living environment.

## **Standard 7 Textiles and Materials in Living Environments**

Students will understand the characteristics and maintenance of textiles and materials used in living environments. They will demonstrate content proficiency by:

- 7.1 Identifying textiles and materials commonly used in living environments;**
- 7.2 Describing the characteristics of textiles and materials used in living environments;**
- 7.3 Identifying and selecting textiles and materials appropriate for use in living environments;
- 7.4 Identifying and describing common floor, counter, and wall coverings;
- 7.5 Explaining proper procedures for maintaining textiles and materials used in living environments; and
- 7.6 Describing the influences of science and technology on textiles, materials, and finishes used in living environments.

## **Standard 8 Housing and Furniture Styles**

Students will understand the relationships between historical styles and design trends in housing and furniture. They will demonstrate content proficiency by:

- 8.1 Identifying factors that influence trends and cycles in housing and furniture;**
- 8.2 Identifying recognized architectural styles and determining cultural influences;
- 8.3 Identifying major periods of furniture styles and determining cultural influences; and
- 8.4 Identifying housing and furniture styles that have evolved as the result of technology.

## Standard 9 **Careers Related to Interior Design, Furnishings, and Maintenance**

Students will understand careers related to interior design, furnishings, and maintenance. They will demonstrate content proficiency by:

- 9.1 Identifying characteristics of effective interior design, furnishings, and maintenance professionals;
- 9.2 **Comparing personal interests, aptitudes, and abilities with those required in interior design, furnishings, and maintenance careers;**
- 9.3 **Evaluating career options related to interior design, furnishings, and maintenance, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and**
- 9.4 Developing a career plan in interior design, furnishings, and maintenance that reflects upward career mobility and opportunities for entrepreneurship.

## Individual and Family Health

### Content Area Standards

Listed below are the content area standards for individual and family health.

#### Standard 1 **Health and Safety**

Students will understand personal health care and safety. They will demonstrate content proficiency by:

- 1.1 **Defining health and identifying the characteristics of a healthy person;**
- 1.2 **Explaining the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health;**
- 1.3 Identifying symptoms of physical and mental illnesses;
- 1.4 Maintaining accurate personal and family health histories;
- 1.5 Identifying the health care options of the ill and convalescent;
- 1.6 Identifying supplies and equipment needed to provide appropriate health care in the home; and
- 1.7 Explaining proper procedures to care for individuals who are ill.

#### Standard 2 **Mental Wellness**

Students will understand the importance of mental wellness in life situations. They will demonstrate content proficiency by:

- 2.1 **Analyzing self-esteem and its relationship to mental wellness;**
- 2.2 **Defining emotions and explaining the relationship of managing emotions to maintaining mental health;**
- 2.3 Using strategies to build self-esteem;
- 2.4 Evaluating the need for self-esteem throughout the life cycle;
- 2.5 Comparing appropriate and inappropriate behavior for expressing emotions, including anger management and conflict resolution;
- 2.6 Describing and comparing how positive and negative attitudes affect behavior and health;
- 2.7 Practicing positive ways to express emotions;
- 2.8 Identifying strategies to communicate with individuals and families when they express negative emotions;

- 2.9 Devising ways of dealing with individuals and families who express negative attitudes; and
- 2.10 Examining personal priorities in resolving inner conflict.

### Standard 3 **Stress Management**

Students will understand the management of stress. They will demonstrate content proficiency by:

- 3.1 **Defining stress and stress management;**
- 3.2 **Identifying stress-reducing strategies and comparing their effectiveness;** and
- 3.3 Analyzing scenarios of stressful family situations and determining ways in which to minimize stress.

### Standard 4 **Nutrition and Body Systems**

Students will understand the importance of good nutrition for maintaining healthy bodies, preventing disease, and promoting wellness. They will demonstrate content proficiency by:

- 4.1 Explaining the functions of body systems and describing practices that promote wellness;
- 4.2 Determining appropriate caloric needs to maintain, lose, or gain weight;
- 4.3 Comparing caloric intake and energy expenditure throughout the family life cycle;
- 4.4 Evaluating dietary patterns for short-range and long-range health implications;
- 4.5 Evaluating claims made for dietary supplements, diet aids, and fad diets; identifying appropriate uses; and comparing costs and benefits; and
- 4.6 Preparing a profile of symptoms to illustrate various eating disorders and relating that profile to abusive behavior.

### Standard 5 **Responsible Behavior**

Students will understand the importance of responsible behavior to promote optimum health. They will demonstrate content proficiency by:

- 5.1 **Identifying high-risk health behaviors that affect individuals and society;**
- 5.2 Identifying different types of abuse and their symptoms;

- 5.3 Using the decision-making process to make responsible health choices;
- 5.4 Identifying various types of substance abuse and the consequence of substance abuse;
- 5.5 Identifying types and symptoms of verbal, physical, and emotional abuse and the effects of abuse on physical and emotional health;
- 5.6 Identifying resources that provide support systems for substance abusers or individuals who are being abused;
- 5.7 Assessing the social costs of high-risk behaviors; and
- 5.8 Explaining the social and global implications of sexually transmitted diseases.

## **Standard 6 Managing Peer Pressure**

Students will understand how peer pressure and manipulation affect behavior and health choices. They will demonstrate content proficiency by:

- 6.1 **Defining manipulative behavior and peer pressure;**
- 6.2 **Describing and using strategies that prevent manipulation; and**
- 6.3 **Recognizing the sources of peer pressure and analyzing manipulative behavior.**

## **Standard 7 Communicable and Noncommunicable Infections and Diseases**

Students will understand the prevention, care, and control of infections and diseases. They will demonstrate content proficiency by:

- 7.1 Defining communicable and noncommunicable infections and diseases;
- 7.2 Identifying procedures to care for individuals with infections and diseases;
- 7.3 Describing universal precautions for the prevention of common infections and diseases; and
- 7.4 Promoting responsible behaviors that help in preventing and controlling communicable infections and diseases.

## Standard 8 **Emergency Care and Preparedness**

Students will understand ways to promote safety and provide emergency care. They will demonstrate content proficiency by:

- 8.1 **Identifying health hazards in the home, school, community, and workplace;**
- 8.2 **Describing strategies to make the home, school, and community safe for all individuals;**
- 8.3 **Using basic first-aid techniques and explaining emergency procedures;**
- 8.4 Explaining preparedness strategies for emergencies and disasters; and
- 8.5 Preparing emergency plans for families to use in various emergency situations.

## Standard 9 **Health and the Environment**

Students will understand that environmental conditions affect health and well-being. They will demonstrate content proficiency by:

- 9.1 **Describing health problems related to environmental conditions;**
- 9.2 Assessing environmental health risks and their impact on the quality of life;
- 9.3 Recommending actions for the prevention or correction of health problems related to environmental conditions; and
- 9.4 Reviewing current environmental laws and regulations.

## Standard 10 **Community Health Resources**

Students will understand the community health care services available to maintain physical and emotional health. They will demonstrate content proficiency by:

- 10.1 Comparing and evaluating programs and information regarding health and well-being; and
- 10.2 Identifying and evaluating community services and organizations that provide for individual and family emergency and health care needs.

## Standard 11 **Careers Related to Family and Human Services**

Students will understand careers related to family and human services.

They will demonstrate content proficiency by:

- 11.1 **Identifying characteristics of effective family and human services professionals;**
- 11.2 **Comparing personal interests, aptitudes, and abilities with those required in family and human services careers;**
- 11.3 **Evaluating career options related to family and human services, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environment; and**
- 11.4 **Developing a career plan in family and human services that reflects upward career mobility and opportunities for entrepreneurship.**



# Transferable and Employability Skills

## Content Area Standards

Listed below are the content area standards for transferable and employability skills

### Standard 1 **Career Awareness**

Students will understand home economics careers and technology career pathways. They will demonstrate content proficiency by:

- 1.1 **Identifying the content areas for consumer and family studies and the related career pathways and opportunities;**
- 1.2 **Describing career pathways and strategies for obtaining employment and advancing in various career pathways; and**
- 1.3 **Researching the benefits, educational requirements, and costs of preparing to become a home economics careers and technology teacher in California's public school system.**

### Standard 2 **Personal, Interpersonal, and Communication Skills**

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:

- 2.1 **Exhibiting positive attitudes, such as self-confidence, honesty, perseverance, initiative, and self-discipline;**
- 2.2 **Demonstrating strategies to manage resources, including time and energy; practicing decision making; planning; and establishing goals and priorities;**
- 2.3 **Explaining ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles;**
- 2.4 **Describing effective working relationships across age, gender, and cultural groups;**
- 2.5 **Assessing and practicing effective nonverbal, oral, and written communication skills appropriate for various relationships and situations; and**
- 2.6 **Designing and evaluating a plan to strengthen personal and interpersonal skills, including understanding the distinguishing qualities of effective leaders.**

### Standard 3 **Thinking and Problem-Solving Skills**

Students will understand critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 3.1 **Identifying issues and problems in work, personal, and family life;**
- 3.2 **Applying creative thinking skills to identify new ways to perform tasks or solve problems; and**
- 3.3 **Considering multiple options for solving problems and applying appropriate problem-solving strategies.**

### Standard 4 **Employability and Professionalism**

Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment, including professionalism, image, and standards. They will demonstrate content proficiency by:

- 4.1 **Defining and describing employability skills;**
- 4.2 **Describing the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior;**
- 4.3 **Applying job search and acquisition skills, such as preparing job applications, resumes, and career portfolios;**
- 4.4 **Defining professionalism, including honesty, integrity, responsibility, and confidentiality;**
- 4.5 **Evaluating dress, grooming, and personal hygiene appropriate for various job situations;**
- 4.6 **Analyzing skills needed to work effectively and efficiently with supervisors;**
- 4.7 **Describing and practicing behaviors and attitudes that contribute to success in job retention and promotion; and**
- 4.8 **Defining ways in which employees may have to adapt to changes in the workplace.**

### Standard 5 **Balancing Personal, Family, and Work Life**

Students will understand management strategies that help them in balancing their personal, family, and work life. They will demonstrate content proficiency by:

- 5.1 **Describing and relating the management process to a balanced personal, family, and work life;**
- 5.2 **Applying management skills, including negotiation, to home and work life;**

- 5.3 Examining various roles and expectations that influence the ability to balance personal, family, and work life;
- 5.4 Explaining the ways in which technology affects family, work, and personal life and evaluating its use in managing and balancing responsibilities;
- 5.5 Applying and using the decision-making process to resolve situations with a potential for conflict and stress; and
- 5.6 Analyzing ways in which to integrate personal and family needs, values, and goals.

## **Standard 6 Team Building and Leadership**

Students will understand the concepts and skills needed for teamwork, leadership, and citizenship to succeed in their personal, family, career, and community life. They will demonstrate content proficiency by:

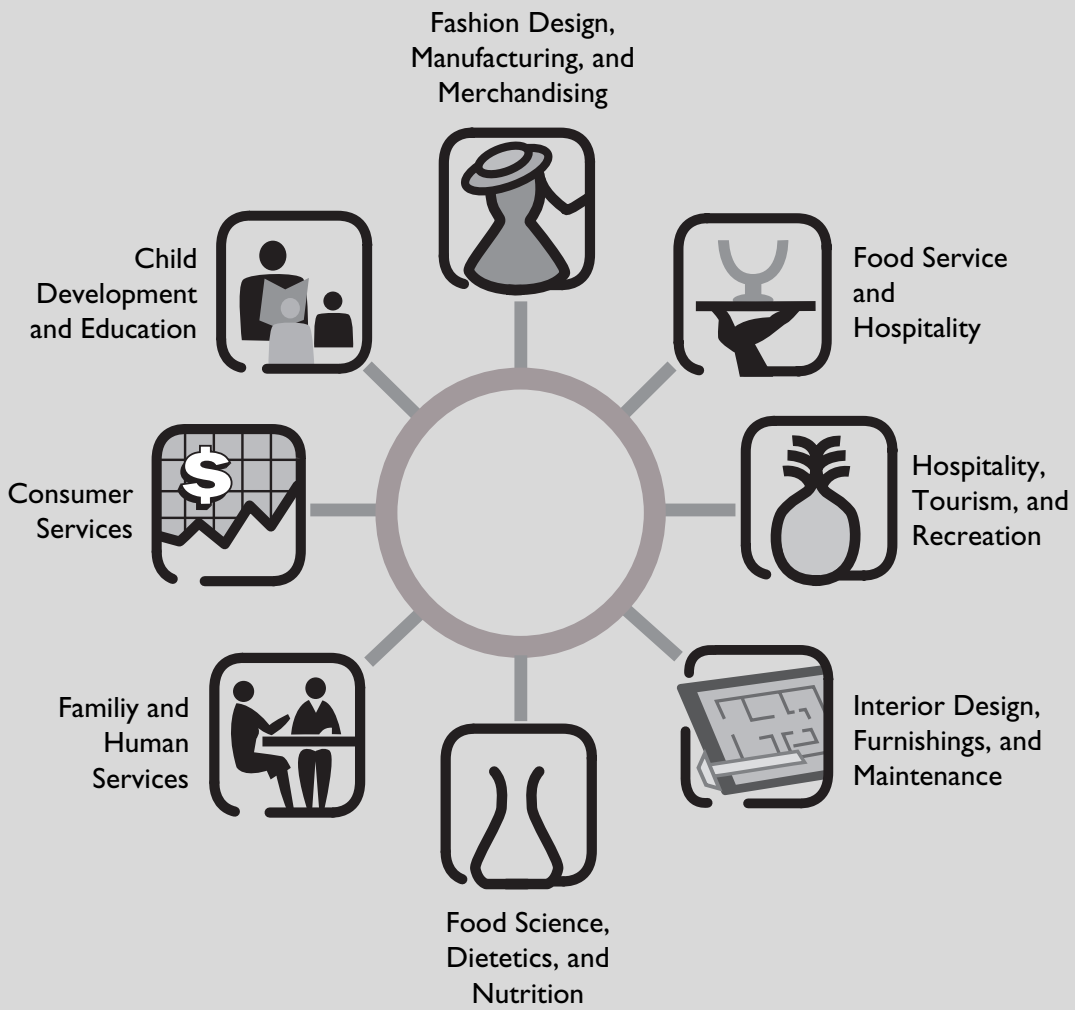
- 6.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the home, workplace, and community;
- 6.2 Identifying characteristics of effective leaders and team members;
- 6.3 Developing teamwork and leadership skills by participating in FHA-HERO activities;
- 6.4 Participating in FHA-HERO community service activities related to home economics careers and technology;
- 6.5 Planning and organizing an FHA-HERO meeting or activity;
- 6.6 Applying teamwork and leadership skills to personal, family, and work life; and
- 6.7 Using and applying knowledge of the basic rules of parliamentary procedure.

## **Standard 7 Transferring Consumer and Family Studies Skills to Careers**

Students will understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced education and training in home economics career pathways and paid employment. They will demonstrate content proficiency by:

- 7.1 Describing and explaining how consumer and family studies skills can be transferred to advanced training or education and careers;
- 7.2 Assessing how FHA-HERO leadership and teamwork skills enhance employability; and
- 7.3 Describing the need and capacity for lifelong learning.

# Home Economics Related Occupations



## Part II

# Home Economics Related Occupations



## Child Development and Education

## Overview of Child Development and Education

Career opportunities in Child Development and Education have never been greater. Enrollment in formal preschool programs has increased by 44 percent over the past ten years, and employment of preschool workers and teachers' aides is projected to increase much faster than the average for all occupations through 2005. Among the California occupations expected to undergo the largest growth are teachers in preschool, kindergarten, elementary school, and high school. Those with expertise and training in meeting special needs will have an even greater employment advantage. Some of the other job opportunities include preschool director, children's center supervisor, and child psychologist. Teaching children and helping with their development offer unlimited opportunities for challenging and personally rewarding careers.

### Child Development and Education Program

A Child Development and Education program focuses on preparing students to work with children or to enter the teaching profession. Students pursuing a career in this industry gain a solid foundation for any career that involves working with children. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to interact with, guide, and instruct children of all ages.

The course of study includes awareness of the profession; professional standards; work site operational and organizational procedures; standards, licensing, regulations, and codes; safety, emergency, and disaster procedures; child growth and development; positive interaction, guidance, and discipline; developmentally appropriate practices and curriculum; nutrition and health practices; interaction with families and communities; instructional support; resources and materials; and recreational activities. Child Development and Education students also learn employment and management skills for careers in child care and development and teaching.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Child Development and Education career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in child development and guidance. The shaded portion of Chart 3.1, “Child Development and Education Career Pathway Options,” illustrates a sample course sequence for Child Development and Education. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Child Development and Education content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies child development and guidance content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the profession and by instructors of secondary and postsecondary Child Development and Education programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

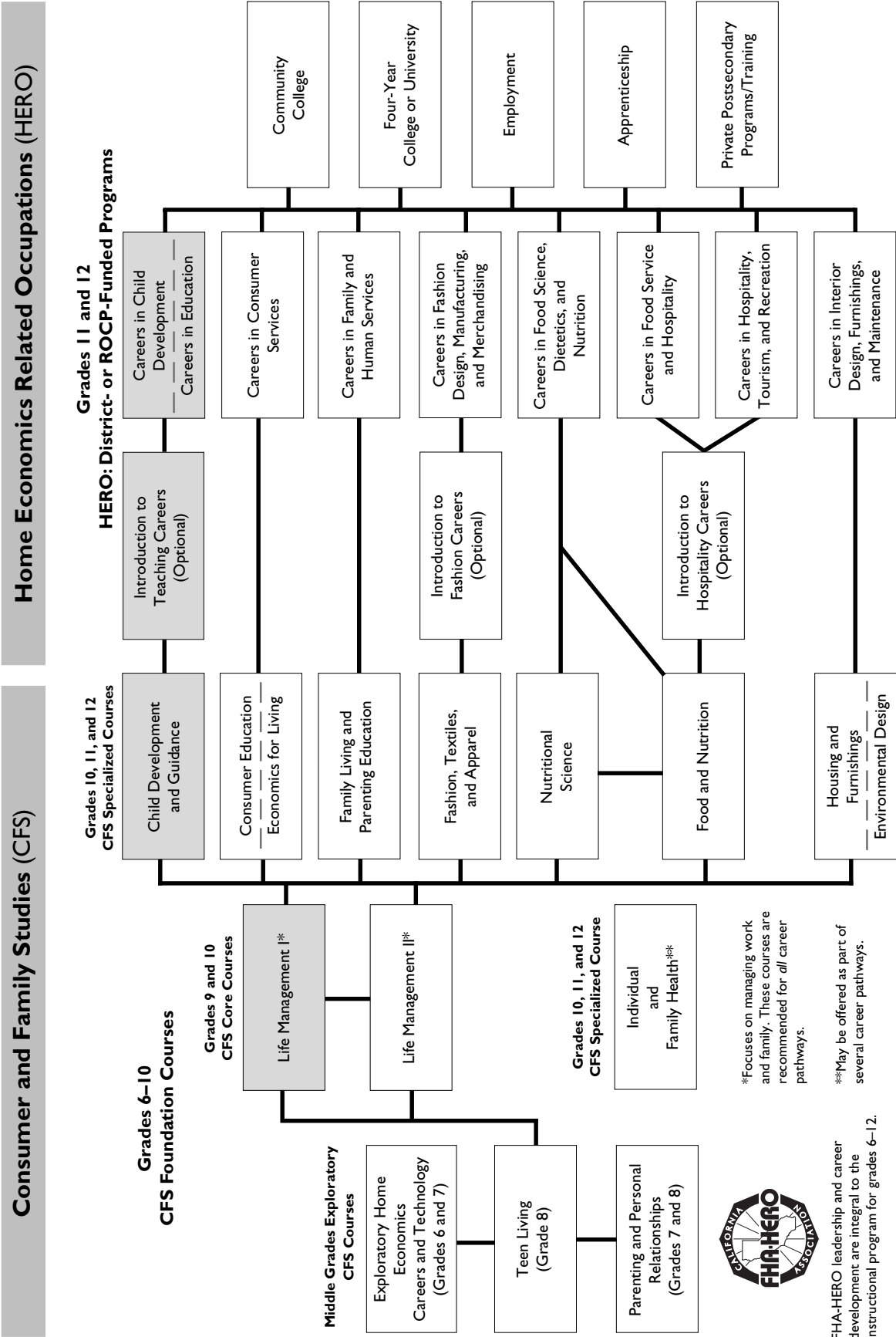
*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

*Careers in Child Development and Education*, a curriculum guide, supports standards-based instruction and assessment in this career pathway program.<sup>1</sup> The Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education, also provides technical assistance to instructors and administrators.

<sup>1</sup> *Careers in Child Development and Education*. Prepared by the Home Economics Careers and Technology Unit. Sacramento: California Department of Education, 1999.

Chart 3.1  
Child Development and Education Career Pathway Options



FHA-HERO leadership and career development are integral to the instructional program for grades 6–12.



# Child Development and Education Career Pathway Standards

Listed below are the career pathway standards for the child development and education industry.

## **Standard 1    Child Development and Education Industry Awareness**

Students will understand the breadth of the child development and education industry, including career opportunities and the role of this industry in state and local economies. They will demonstrate content proficiency by:

- 1.1 Describing the relationship between the child development and education industry and state and local economies;
- 1.2 Explaining the functions and roles of the various professional levels of child development and education;
- 1.3 Explaining how the interdependence of various career roles contributes to the success of the child development and education program or work site;
- 1.4 Describing career paths and strategies for obtaining employment and advancing in the child development and education industry;
- 1.5 Describing the organization, structure, and hierarchy, including relationships and interactions among personnel, in child care or education facilities;
- 1.6 Assessing the attitudes, skills, and preparation required for careers in the child development and education industry;
- 1.7 Examining job descriptions and related opportunities of various positions in the child development and education industry;
- 1.8 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields; and
- 1.9 Conducting research of legislative, economic, and social trends that have an impact on the child development and education industry.

## **Standard 2    Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Describing and practicing professional interactions with children, staff, and families;
- 2.6 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.7 Describing job-related stress and strategies to manage stress;
- 2.8 Explaining employers' and employees' rights and responsibilities; and
- 2.9 Determining ways to maintain competency within the industry.

### **Standard 3 Work Site Operational and Organizational Procedures**

Students will understand operational and organizational procedures in various child development and educational facilities as required. They will demonstrate content proficiency by:

- 3.1 Comparing operational procedures at various work sites and explaining the importance of those procedures;
- 3.2 Describing and maintaining a clean, safe, and functional work environment;
- 3.3 Preparing and maintaining records, correspondence, and forms through various means, including computers and other technology;
- 3.4 Describing and performing operational procedures related to inventory control, maintenance, storage, security, and payments;
- 3.5 Preparing and maintaining child and classroom records, such as attendance, observations, evaluations, student portfolios, and illness, incident, accident, and injury reports;
- 3.6 Following work-site rules for children's use of supplies and equipment;
- 3.7 Using business procedures, including, but not limited to, contracts, billing, budgets, collections, payroll, and taxes;
- 3.8 Explaining and using safe procedures and techniques for materials, tools, and equipment; and

- 3.9 Explaining workforce management strategies, such as shared responsibility, negotiation, planning, and decision making.

#### **Standard 4 Standards, Licensing, Regulations, and Codes**

Students will understand child development and education standards, licensing, regulations, and codes. They will demonstrate content proficiency by:

- 4.1 Identifying standards and licensing regulations for child development and education facilities;
- 4.2 Explaining the educational and industry-related requirements for staff members in the child development and education industry;
- 4.3 Describing and practicing health, safety, regulatory, and procedural requirements for the work site, such as the proper use and storage of equipment, supplies, and toxic materials;
- 4.4 Describing the indicators of child abuse and neglect and the role of the caregiver or teacher as a mandated reporter;
- 4.5 Explaining such policies as staff-child interaction, curriculum, staff-parent interaction, health, safety, nutrition, administration, physical environment, evaluation, and staff development;
- 4.6 Complying with laws and regulations affecting the needs, interests, and rights of young children and adolescents;
- 4.7 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and
- 4.8 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations.

#### **Standard 5 Safety, Emergency, and Disaster Procedures**

Students will understand safety, emergency, and disaster procedures at the work site. They will demonstrate content proficiency by:

- 5.1 Comparing state and federal environmental and safety regulations, including those for the California Occupational Safety and Health Administration (Cal/OSHA), as they relate to the child development and education industry;
- 5.2 Identifying factors and following procedures that contribute to a safe and healthy environment;
- 5.3 Describing and following procedures related to safety, including emergency and disaster preparedness plans;
- 5.4 Identifying items needed for first aid and other emergency procedures;

- 5.5 Practicing proper first aid, CPR, and other emergency procedures;
- 5.6 Describing common accidents at the work site and recommending safety procedures, including lifting and handling, to reduce and prevent accidents;
- 5.7 Using correct procedures for completing accident reports and records;
- 5.8 Practicing procedures for preventing the spread of illness;
- 5.9 Evaluating the facility and making recommendations for the safety and well-being of the children; and
- 5.10 Analyzing the purpose of and information in Material Safety Data Sheets (MSDSs).

## **Standard 6 Child Growth and Development**

Students will understand children's growth and development in the following developmental areas: physical, intellectual, emotional, and social. They will demonstrate content proficiency by:

- 6.1 Describing developmental patterns and differences among infants, toddlers, and children;
- 6.2 Describing hereditary and environmental factors that influence the development of infants, toddlers, and children;
- 6.3 Providing for infants, toddlers, and children with special needs;
- 6.4 Describing how the family and culture(s) influence the development of children; and
- 6.5 Relating the various learning experiences that promote intellectual development.

## **Standard 7 Positive Interaction, Guidance, and Discipline**

Students will understand the principles of positive interaction, guidance, and discipline. They will demonstrate content proficiency by:

- 7.1 Identifying and using types of positive guidance techniques based on the stages of children's development;
- 7.2 Defining a *positive self-image, self-esteem, independence, and respect for oneself and others*; and helping children to develop these attitudes;
- 7.3 Describing the adult's role in creating and managing the environment to develop the child's independence and self-control;
- 7.4 Identifying possible causes of behavior problems and suggesting possible solutions; and
- 7.5 Describing the importance of a positive staff-parent relationship as it relates to the social and emotional development of the child.

## Standard 8 **Developmentally Appropriate Practices and Curriculum Activities**

Students will understand developmentally appropriate practices and curriculum activities. They will demonstrate content proficiency by:

- 8.1 Identifying uses of technology in a child development and education setting;
- 8.2 Providing experiences that promote both large- and small-muscle development;
- 8.3 Implementing activities that increase children's understanding of cultural diversity;
- 8.4 Planning and implementing a variety of activities, such as language arts, social studies, mathematics, art, science, nutrition and health, music and movement, culinary arts, physical education, self-help, and social interaction;
- 8.5 Assisting in planning and implementing a balanced daily routine that reflects a high-quality program, which includes the following types of activities: indoor/outdoor, quiet/active, individual/small group/large group, large muscle/small muscle, and child initiated/staff initiated;
- 8.6 Identifying and comparing the different curriculum models used in child development and education facilities;
- 8.7 Identifying and evaluating the different learning theories and the application of those theories in child development and education facilities;
- 8.8 Writing and implementing lesson plans to include components, such as objectives, materials, activities, and evaluation;
- 8.9 Using teaching techniques appropriate for working with children of varying ages, learning styles, modalities, and cultural backgrounds;
- 8.10 Explaining the significance of taxonomies, such as Bloom's *Taxonomy of Educational Objectives*, and providing examples of its use in planning and assessing learning;<sup>2</sup>
- 8.11 Identifying sources and applications of quality indicators of child development and education programs;
- 8.12 Planning developmentally appropriate activities for multiage groups;
- 8.13 Providing instruction to individual students or small groups of students in a classroom or other learning environment;

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<sup>2</sup> *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. Edited by Benjamin S. Bloom. 1956. Reprint, New York: Longman Publishing Group, 1984.

- 8.14 Identifying and describing various disabilities and providing help and instruction to children with disabilities; and
- 8.15 Describing and providing instruction to meet the needs of gifted students.

## **Standard 9 Nutrition and Health Practices**

Students will understand the principles and practices of good nutrition, health, and safety for infants and children. They will demonstrate content proficiency by:

- 9.1 Recognizing, describing, and reporting signs and symptoms of illness, injury, or discomfort in infants, toddlers, and children;
- 9.2 Describing procedures and regulations for storing and administering medications;
- 9.3 Using procedures to clean a facility that follow a logical sequence;
- 9.4 Describing procedures for preventing the spread of illnesses, including those for blood-borne pathogens;
- 9.5 Following appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff;
- 9.6 Using sanitary procedures in handling, preparing, and serving food;
- 9.7 Assisting in planning, preparing, and serving nutritional snacks and meals; and
- 9.8 Identifying techniques for preparing snacks and meals that foster independent eating practices and promote good nutrition and hygiene habits.

## **Standard 10 Interaction with Families and Communities**

Students will understand how to interact effectively with families and communities. They will demonstrate content proficiency by:

- 10.1 Explaining issues of diversity and exhibiting sensitivity to cultural differences;
- 10.2 Describing problems that are common to communication and interaction with families and their communities;
- 10.3 Analyzing how cultural differences affect communication within and among families and communities;
- 10.4 Describing how to be effective in communicating with families and their communities; and
- 10.5 Assessing the contributions of family members and the community in the educational process.

## Standard 11 **Instructional Support**

Students will understand the role of the instructional staff in supporting the learning process. They will demonstrate content proficiency by:

- 11.1 Supervising infants, toddlers, and children on planned educational and recreational trips;
- 11.2 Maintaining specified behavior standards in classrooms, libraries, halls, and bathrooms and on the school grounds;
- 11.3 Describing typical learning problems that students encounter in a given content area, such as reading, writing, language arts, mathematics, or social studies;
- 11.4 Describing effective strategies that reinforce instruction, answer questions, and remediate problems;
- 11.5 Using games, skits, puppets, and other instructional materials and activities to motivate learning and reinforce concepts;
- 11.6 Applying effective methods and procedures to build a supportive learning environment;
- 11.7 Using scoring rubrics and test keys to grade student tests and papers;
- 11.8 Describing procedures for contacting parents regarding student attendance and classroom performance;
- 11.9 Using positive techniques for providing feedback on student work; and
- 11.10 Providing instructional assistance to individuals or groups.

## Standard 12 **Resources and Materials**

Students will understand the role of teaching materials and resources to enhance classroom instruction in child development and education programs. They will demonstrate content proficiency by:

- 12.1 Using instructional technology, including, but not limited to, computers, calculators, projectors, scanners, and compact disc players;
- 12.2 Selecting and developing teaching materials and resources;
- 12.3 Identifying types and sources of quality, age-appropriate materials and equipment;
- 12.4 Describing copyright laws governing the development and use of teaching materials; and
- 12.5 Operating equipment related to the development of teaching materials, such as audiovisual equipment, typewriters, copiers, videocassette recorders, laminators, stencil makers, paper cutters, and computers.

### **Standard 13 Recreational Activities**

Students will understand how to select and conduct appropriate recreational activities for individuals and groups. They will demonstrate content proficiency by:

- 13.1 Assessing the recreational interests and needs of a group and conducting recreational activities;
- 13.2 Assisting in developing, implementing, and supervising recreational activities that motivate interest;
- 13.3 Cooperating with other staff members in conducting planned recreational activities;
- 13.4 Explaining games, activities, materials, and equipment, using age-appropriate language;
- 13.5 Evaluating the development of motor skills in relation to recreational activities; and
- 13.6 Explaining how to safely use materials and equipment needed for games and activities.

### **Standard 14 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 14.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 14.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 14.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 14.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 14.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 14.6 Interpreting nonverbal communication and responding appropriately.

### **Standard 15 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:



- 15.1 Identifying issues and problems in the child development and education industry and offering possible solutions;
- 15.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 15.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 16 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 16.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 16.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 16.3 Identifying and applying management strategies to achieve balance in work and family roles; and
- 16.4 Evaluating effectiveness in balancing responsibilities at home and work.

## **Standard 17 Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 17.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 17.2 Defining leadership roles in work and community life;
- 17.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 17.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 17.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 17.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



## Consumer Services

## Overview of Consumer Services

With over 31 million residents, California boasts the largest population of consumers of goods and services of any state in the nation. As a result, the field of Consumer Services offers unlimited career choices, including jobs in helping customers, representing product lines, and developing product-marketing plans for major industries. Possible careers in this pathway include credit counselors, consumer information reporters and writers, consumer affairs directors, consumer advocates, and energy efficiency specialists.

### Consumer Services Program

Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in the consumer services industry. The course of study includes awareness of the industry; consumer laws and regulations; consumer rights and responsibilities; global influences; customer relationships; consumer public relations; energy, environmental, and resource management; consumer product development, testing, and demonstration; and financial management. Consumer Services students also learn employment and management skills for careers in consumer communications; energy, environmental, and resource management; product development, testing, and demonstration; personal and family financial management; and personal services.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

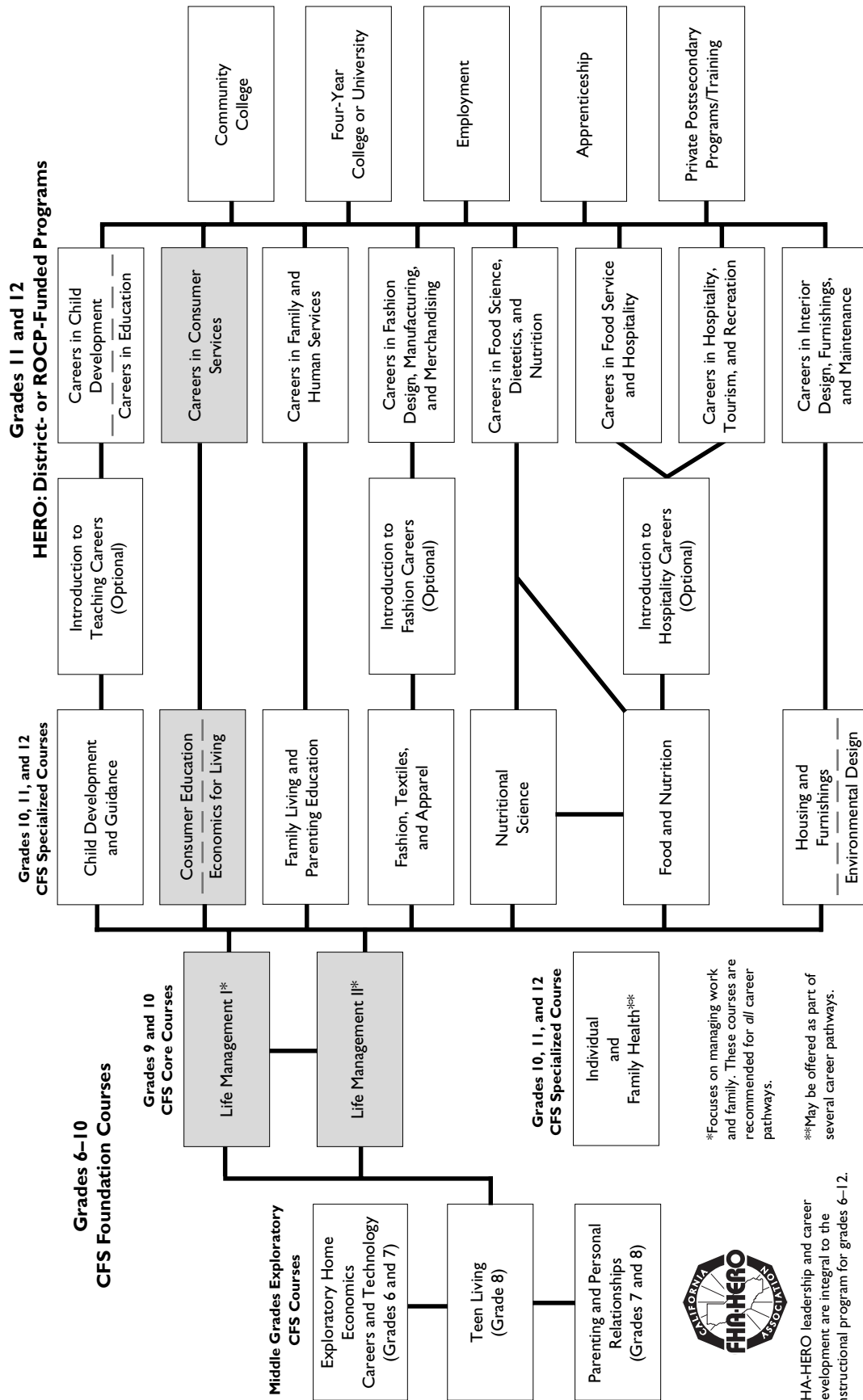
This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Consumer Services career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in consumer education. The shaded portion of Chart 4.1, “Consumer Services Career Pathway Options,” illustrates a sample course sequence for Consumer Services. The appendix, “Overview of

Chart 4.1

# Consumer Services Career Pathway Options

## Consumer and Family Studies (CFS)

## Home Economics Related Occupations (HERO)



FHA-HERO leadership and career development are integral to the instructional program for grades 6-12.

\*Focuses on managing work and family. These courses are recommended for all career pathways.

\*\*May be offered as part of several career pathways.

HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Consumer Services content standards build on the knowledge, skills, and attitudes in the Consumer and Family Studies consumer education content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the profession and by instructors of secondary and postsecondary courses in Consumer Services programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Consumer Services are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Consumer Services

## Career Pathway Standards

Listed below are the career pathway standards for the consumer services industry.

### Standard I **Consumer Services Industry Awareness**

Students will understand the breadth of the consumer services industry, including career opportunities and the role of this industry in state and local economies. They will demonstrate content proficiency by:

- 1.1 Describing the scope of the consumer services industry;
- 1.2 Investigating entry-level, technical-level, and professional-level consumer services careers and the education or training requirements;
- 1.3 Identifying the ways in which industries and companies provide consumer services;
- 1.4 Describing the role and effect of this industry on the consumer and on the state's economy;
- 1.5 Identifying the role of consumer affairs personnel in an organization;
- 1.6 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in the consumer services industry;
- 1.7 Describing career paths and strategies for obtaining employment and advancing in the consumer services industry;
- 1.8 Describing the impact of information technology on consumers and the consumer services industry;
- 1.9 Conducting research of legislative, economic, and social trends that have an impact on careers in the consumer services industry;
- 1.10 Describing the ways in which national and international policies and procedures affect the daily operations of a consumer services organization; and
- 1.11 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

**Standard 2 Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

**Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for consumer services organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with consumers and clients; and
- 3.6 Describing the uses of technology in the various segments of the consumer services industry.

## **Standard 4    Operational Procedures and Safety Practices**

Students will understand operational procedures and safety practices commonly performed in the consumer services industry. They will demonstrate content proficiency by:

- 4.1 Using the correct technical terms to describe products, procedures, and equipment unique to the consumer services industry;
- 4.2 Describing and performing operational procedures related to quality control, maintenance, storage, security, shipping, receiving, billing, and payment as required by the job;
- 4.3 Describing procedures for preparing, expediting, and tracking forms needed for requisitioning supplies and materials;
- 4.4 Preparing and maintaining records, correspondence, and forms as required by the job;
- 4.5 Describing accurately products, procedures, and equipment and recommending the use of equipment and merchandise;
- 4.6 Describing the uses of technology in the consumer services industry;
- 4.7 Using and storing equipment, tools, and supplies properly;
- 4.8 Cleaning and maintaining the work station and equipment as required;
- 4.9 Describing types and causes of industry-related accidents;
- 4.10 Explaining and demonstrating procedures, such as lifting and handling, to reduce and prevent accidents;
- 4.11 Describing procedures for handling accidents and emergencies;
- 4.12 Demonstrating correct procedures for completing and maintaining accurate accident reports and records; and
- 4.13 Analyzing the purpose and information in the Material Safety Data Sheets (MSDSs).

## **Standard 5    Laws and Regulations Affecting the Consumer Services Industry**

Students will understand the laws and regulations that affect providers of consumer services. They will demonstrate content proficiency by:

- 5.1 Describing the evolution of consumer protection legislation;
- 5.2 Identifying and describing the role of local, state, and national public and private agencies and laws that protect consumers;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations.



- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA);
- 5.5 Identifying and explaining policies and procedures established by the employer;
- 5.6 Describing how providers of consumer services comply with laws and regulations; and
- 5.7 Explaining local, state, and federal regulatory procedures and requirements for employers and employees in the consumer services industry, including labor relations, personnel policies and procedures, and labor laws.

## **Standard 6 Consumer Rights and Responsibilities**

Students will understand consumer rights and responsibilities within the consumer services field. They will demonstrate content proficiency by:

- 6.1 Recommending strategies for consumers to use when exercising their rights and accepting their responsibilities;
- 6.2 Distinguishing among various advertising techniques used in marketing;
- 6.3 Explaining how individuals can have an impact on the legislative process as it relates to consumer regulations; and
- 6.4 Analyzing the impact of consumer protection laws on the cost and quality of goods and services.

## **Standard 7 Global Influences**

Students will understand the significance of national and international influences, current events, and diversity within the consumer services field. They will demonstrate content proficiency by:

- 7.1 Identifying national and international issues that affect consumers;
- 7.2 Analyzing the influence of different global industries, economies, regulations, and political systems on the consumer services field;
- 7.3 Describing how cultural diversity affects consumer services;
- 7.4 Evaluating local, state, national, and international agencies, organizations, and media resources that provide current consumer information; and
- 7.5 Describing the effects of current technology on the ability of customer service agencies to reach a national and global customer base.

## **Standard 8 Customer Relationships**

Students will understand customer relationships and their impact on the consumer services field. They will demonstrate content proficiency by:

- 8.1 Providing or recommending products and services to address customers' needs or wants;
- 8.2 Applying logical, legal, and expedient solutions to consumers' concerns;
- 8.3 Evaluating factors that contribute to quality customer relationships;
- 8.4 Explaining how the customer's point of view and suggestions affect management's policy and decision making;
- 8.5 Using appropriate, empathetic, and effective communication skills and practices that are sensitive to individual differences and cultural factors when dealing with customers; and
- 8.6 Describing how the Internet and new technology improve communication and facilitate business operations.

## **Standard 9 Consumer Public Relations**

Students will understand the skills and techniques needed to prepare advertising, public relations, and informational materials for consumers. They will demonstrate content proficiency by:

- 9.1 Identifying and describing consumers' tools for communication;
- 9.2 Identifying sources and specific outlets of media, including those that are specific to certain cultures;
- 9.3 Using investigative research and journalistic skills to prepare and deliver materials and presentations that consumers will understand, such as videos, press kits, public service announcements, and fact sheets;
- 9.4 Preparing press release timelines, agenda schedules, and conference arrangements;
- 9.5 Using effective communication skills to represent an organization's perspective;
- 9.6 Applying advertising techniques; and
- 9.7 Preparing a public relations plan that enhances customer relations and operations of an organization.

## **Standard 10 Energy, Environmental, and Resource Management**

Students will understand consumer programs provided by energy, environmental, and resource management businesses. They will demonstrate content proficiency by:

- 10.1 Comparing consumer programs, including programs for special needs groups, available in a variety of energy, environmental, and resource management businesses;
- 10.2 Explaining the costs and benefits of consumer programs for consumers, communities, and businesses;
- 10.3 Explaining and identifying the sources of energy and energy efficiency;
- 10.4 Explaining residential and commercial waste disposal and recycling issues;
- 10.5 Interpreting electric, gas, and water bills and meters for the consumer;
- 10.6 Developing an energy conservation record for electric, gas, and water meters; and
- 10.7 Describing methods of reducing, reusing, and recycling waste.

## **Standard II Consumer Product Development, Testing, and Demonstration**

Students will understand the procedures required to research, test, label, and demonstrate products to provide information needed by employees, consumers, and clients. They will demonstrate content proficiency by:

- 11.1 Identifying trends that affect the customer's demand for products and services;
- 11.2 Comparing features, benefits, prices, product information, styles, and performance of consumer goods and analyzing the relationships among them;
- 11.3 Comparing products sold through the Internet;
- 11.4 Describing the purpose of marketing research before a new product or service is developed and introduced;
- 11.5 Following standard testing procedures, analyzing data, and integrating findings to revise products;
- 11.6 Preparing information labels and instructions for care according to industry standards and governmental regulations; and
- 11.7 Planning, conducting, and evaluating demonstrations that educate consumers and promote a variety of products.

## Standard 12 **Financial Management**

Students will understand the impact of the U.S. economic system on personal income, financial management, individual and family security, and consumer decisions. They will demonstrate content proficiency by:

- 12.1 Explaining the interrelationship between the economy and consumer spending;
- 12.2 Describing services provided by various financial institutions;
- 12.3 Developing short-term and long-term financial plans that reflect needs, wants, values, goals, and economic situations;
- 12.4 Analyzing how short-term and long-term financial plans affect consumer decisions;
- 12.5 Providing information related to credit terminology, credit ratings and sources, and costs of credit;
- 12.6 Evaluating the costs, risks, and benefits of consumer credit;
- 12.7 Explaining the costs of bankruptcy to the individual, the institution, and the economy;
- 12.8 Preparing plans to resolve credit issues and explaining the effect of those issues on the consumer; and
- 12.9 Analyzing various types of investments and risk-management programs.

## Standard 13 **Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 13.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 13.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 13.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 13.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 13.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 13.6 Interpreting nonverbal communication and responding appropriately.

**Standard 14 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 14.1 Identifying issues and problems in the consumer services industry and offering possible solutions;
- 14.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 14.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

**Standard 15 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 15.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 15.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 15.3 Identifying and applying management strategies to achieve balance in work and family roles; and
- 15.4 Evaluating effectiveness in balancing responsibilities at home and work.

**Standard 16 Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 16.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 16.2 Defining leadership roles in work and community life;
- 16.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 16.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 16.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 16.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



## Family and Human Services

## Overview of Family and Human Services

Working to help people live more comfortably, solve problems successfully, and resolve conflicts more equitably can be a personally rewarding career. Social service aide and technician, eligibility worker, family counselor, adult day care worker, personal/home care aide, and recreation worker are only a few of the career opportunities awaiting qualified individuals in family and human services.

### Family and Human Services Program

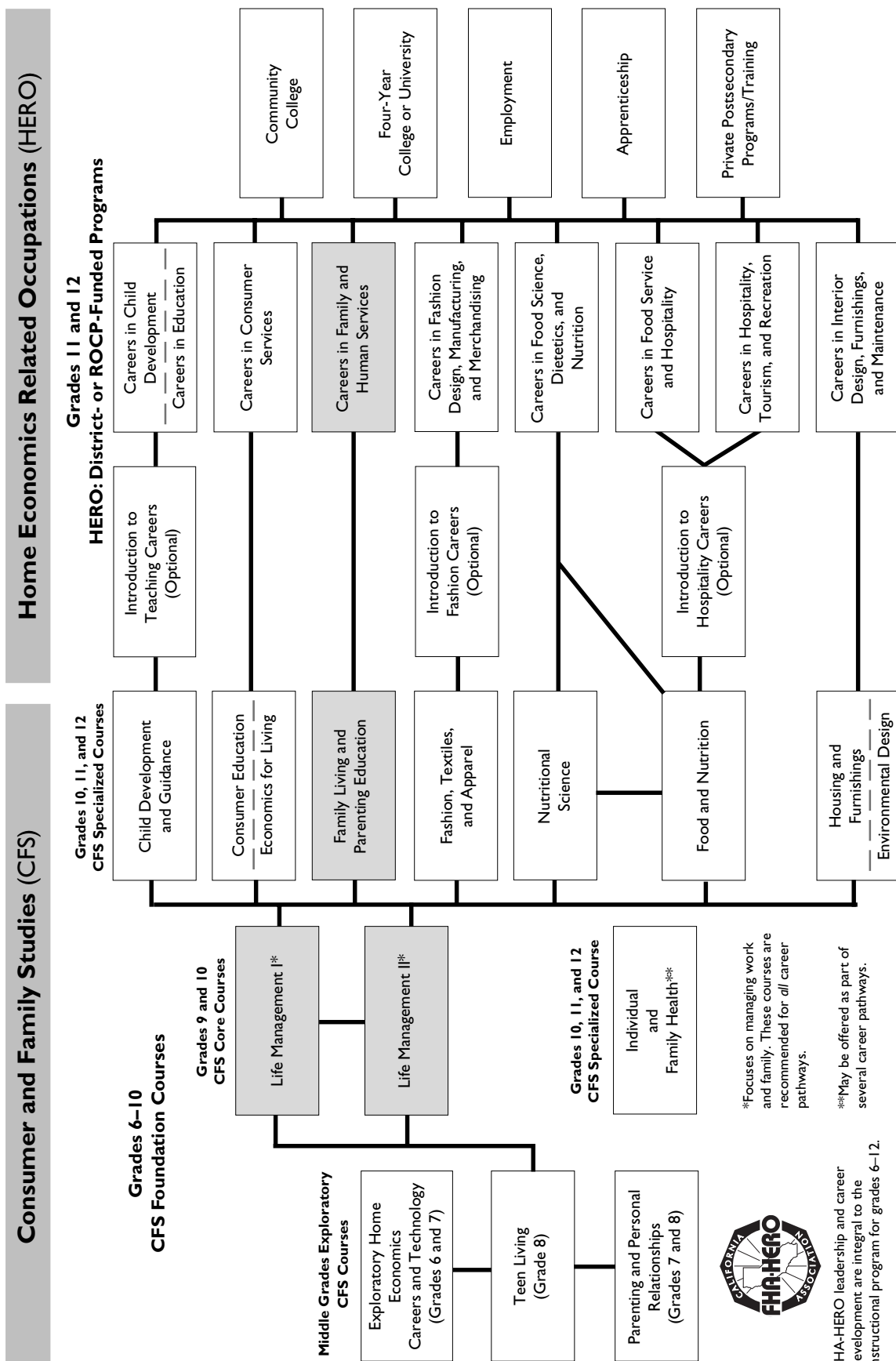
Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in the family and human services industry. The course of study includes awareness of the industry; professional behavior and standards; workforce and organizational management; facility management; laws and regulations affecting service providers and their clients; safety, emergency, and disaster procedures; nutrition and health; human developmental needs; consumer assistance; daily living activities; interaction with families and communities; behavior management and positive guidance; social involvement; problems and crises of individuals and families; and needs of the elderly. Students also study employment and management skills for careers in family and social services and elder care services. Emphasis is placed on helping the elderly and families in home and community settings.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Family and Human Services career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in family relations and parenthood. The shaded portion of Chart 5.1, “Family and Human Services Career Pathway Options,” illustrates a sample course sequence for Family and Human

# Family and Human Services Career Pathway Options

Chart 5.1



FHA-HERO leadership and career development are integral to the instructional program for grades 6–12.

\*Focuses on managing work and family. These courses are recommended for all career pathways.

\*\*May be offered as part of several career pathways.



Services. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Family and Human Services content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies family living and parenting education, consumer education, and food and nutrition content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the profession and by instructors of secondary and postsecondary courses in Family and Human Services programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Family and Human Services are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Family and Human Services Career Pathway Standards

Listed below are the career pathway standards for the family and human services industry.

## **Standard I    Family and Human Services Industry Awareness**

Students will understand the breadth of the family and human services industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Defining the terminology unique to the family and human services industry;
- 1.2 Identifying family and human services industries, the role of these industries for individuals and families, and contributions to local and state economies;
- 1.3 Conducting research of legislative and economic trends affecting family and human services organizations and industries;
- 1.4 Investigating careers related to the industry and the requirements for education or training;
- 1.5 Describing career paths and strategies for obtaining employment and advancing in the family and human services industry;
- 1.6 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in family and human services careers;
- 1.7 Explaining the emotional, physical, legal, and economic aspects of accessibility for consumers and clients with disabilities;
- 1.8 Illustrating an organizational structure and hierarchy, including the relationships and interactions among departments in both the public and private sectors;
- 1.9 Describing ways in which written and unwritten policies and procedures affect the daily operations of an organization; and
- 1.10 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

## **Standard 2 Professional Standards/ Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

## **Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for family and human services organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with consumers and clients;
- 3.6 Describing the uses of technology in various segments in the family and human services industry; and
- 3.7 Describing various sources of funding for nonprofit family and human services organizations.

## **Standard 4 Facility Management and Operational Procedures**

Students will understand the management practices and operational procedures commonly performed in family and human services facilities. They will demonstrate content proficiency by:

- 4.1 Describing a facility that promotes the independence of consumers and clients, such as one that provides handrails, wheelchair ramps, and lowered countertops;
- 4.2 Evaluating the facility for the safety and well-being of the consumers and clients;
- 4.3 Identifying and developing tasks and skills necessary to maintain a clean, safe, orderly, and functional environment;
- 4.4 Using procedures to clean a facility that follow a logical sequence and recommending materials and equipment needed;
- 4.5 Describing and performing operational procedures related to quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment as required by the job;
- 4.6 Preparing and maintaining records, correspondence, and forms as required by the job; and
- 4.7 Describing various types of liability, insurance policies, code compliance, service agreements, and contracts.

## **Standard 5 Laws and Regulations Affecting the Family and Human Services Industry**

Students will understand the laws and regulations that affect providers of family and human services and their clients. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the family and human services industry;
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect children, adolescents, and adults, including the elderly and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA);
- 5.5 Identifying and explaining policies and procedures established by the employer;

- 5.6 Complying with laws and regulations affecting the needs, interests, and rights of children, adolescents, and adults, including the elderly and individuals with special needs; and
- 5.7 Explaining local, state, and federal regulatory procedures and requirements for employers and employees in the family and human services industry, including labor relations, personnel policies and procedures, and labor laws.

## **Standard 6 Safety, Emergency, and Disaster Procedures**

Students will understand safety, emergency, and disaster procedures. They will demonstrate content proficiency by:

- 6.1 Comparing state and federal environmental and safety regulations, including those for the California Occupational Safety and Health Administration (Cal/OSHA), as they relate to the family and human services industry;
- 6.2 Explaining ways to establish, maintain, and promote good safety habits for all ages;
- 6.3 Describing and using safe work habits;
- 6.4 Performing basic first aid and cardiopulmonary resuscitation (CPR);
- 6.5 Using equipment, tools, and supplies properly;
- 6.6 Describing common accidents at the work site and recommending safety procedures, including lifting and handling, to reduce and prevent accidents;
- 6.7 Determining appropriate procedures and recommending equipment for handling accidents, emergencies, and disasters;
- 6.8 Using correct procedures for completing accident reports and records;
- 6.9 Practicing procedures for preventing the spread of illness, including blood-borne pathogens; and
- 6.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

## **Standard 7 Nutrition and Health**

Students will understand the basic principles of health, nutrition, and food preparation, handling, and storage. They will demonstrate content proficiency by:

- 7.1 Explaining ways to establish, maintain, and promote good health for all ages;

- 7.2 Describing the basic food groups, including those on the Food Guide Pyramid;
- 7.3 Describing basic dietary needs of individuals and the relationship of those needs to physical and emotional well-being;
- 7.4 Planning, preparing, and serving nutritional snacks and meals;
- 7.5 Selecting and purchasing foods that are of high nutritional value and are economical;
- 7.6 Demonstrating sanitation and food handling procedures, including the transportation and storage of food;
- 7.7 Planning menus for special dietary needs;
- 7.8 Evaluating foods for nutritional value, visual appeal, flavor, and texture; and
- 7.9 Recognizing and describing signs and symptoms of illness and discomfort.

## **Standard 8 Human Developmental Needs**

Students will understand the stages of human development throughout the life span and the related needs of individuals and families. They will demonstrate content proficiency by:

- 8.1 Describing and comparing the characteristics and changing needs of the various stages of development throughout the life span;
- 8.2 Describing and assessing the needs, problems, and adjustments of individuals and families to life changes;
- 8.3 Identifying behaviors and resources that foster the well-being of individuals and families;
- 8.4 Determining ways to enhance the emotional health of individuals and families throughout the life span;
- 8.5 Describing the importance of socialization throughout the life span;
- 8.6 Determining the needs of special populations, including, but not limited to, those with learning disabilities, behavioral problems, and physical limitations; and
- 8.7 Identifying and comparing resources and agencies that provide a variety of services for individuals and families with special needs.

## **Standard 9 Consumer Assistance**

Students will understand ways to help individuals and families in making consumer decisions that lead to self-sufficiency. They will demonstrate content proficiency by:

- 9.1 Providing examples of consumers and clients needing assistance in consumer decision making;
- 9.2 Helping individuals and families in identifying resources for shopping, banking, recordkeeping, and other consumer services;
- 9.3 Informing individuals and families of their rights and responsibilities as consumers;
- 9.4 Explaining consumer practices, such as doing comparison shopping, reading labels, and interpreting warranties and guarantees;
- 9.5 Helping consumers and clients to develop effective purchasing skills; and
- 9.6 Evaluating community resources and referral services, including transportation and housing.

## **Standard 10 Daily Living Activities**

Students will understand the daily living activities of individuals and families. They will demonstrate content proficiency by:

- 10.1 Explaining the importance of personal care and well-being to consumers' and clients' physical and emotional health;
- 10.2 Determining the appropriate assistance that individuals need, throughout the life span, with the activities of daily living, including physical fitness, medication and health management, hygiene, grooming, and dressing;
- 10.3 Describing how to maintain privacy, independence, dignity, and respect for consumers and clients;
- 10.4 Helping consumers and clients with hygiene and personal care, including dressing and grooming;
- 10.5 Analyzing tasks required to satisfy the personal care needs of consumers and clients;
- 10.6 Planning exercise activities that are enjoyable, safe, and appropriate for the individual needs of consumers and clients;
- 10.7 Helping consumers and clients with special needs, such as with the use of prosthetics and other therapeutic equipment;
- 10.8 Describing various types of disabilities, potential barriers, and types of accommodations needed for consumers and clients; and
- 10.9 Investigating technologically advanced equipment designed to meet the needs of the consumers and clients.

## **Standard 11 Interaction with Families and Communities**

Students will understand skills required to interact effectively with families and communities. They will demonstrate content proficiency by:

- 11.1 Describing and using effective interaction skills, appropriately and with sensitivity, when dealing with consumers, clients, and their families;
- 11.2 Identifying resources that promote interaction between the consumers and clients, their families, and the community;
- 11.3 Describing ways to communicate and interact with culturally diverse families and their communities;
- 11.4 Investigating effective ways to enhance communication and interaction among members of families and the community;
- 11.5 Describing ways to show sensitivity to cultural and individual family differences;
- 11.6 Using conflict resolution and mediation skills that enhance interaction with family members and the community; and
- 11.7 Assessing the contributions of family members and the community to the well-being of the consumers and clients.

## **Standard 12 Behavior Management and Positive Guidance**

Students will understand positive guidance and its application in helping individuals and families. They will demonstrate content proficiency by:

- 12.1 Describing positive guidance and its benefits;
- 12.2 Explaining and analyzing types of positive guidance techniques that are appropriate for the consumers and clients;
- 12.3 Identifying possible causes of behavior problems and suggesting solutions; and
- 12.4 Identifying responsible actions that promote independence for consumers and clients.

## **Standard 13 Social Involvement**

Students will understand the importance of social involvement for individuals and families. They will demonstrate content proficiency by:

- 13.1 Explaining the value of social, recreational, and educational activities across the life span;
- 13.2 Planning, conducting, and evaluating social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families;



- 13.3 Identifying and recommending community resources for social, recreational, and educational activities to meet consumers' and clients' needs;
- 13.4 Evaluating facilities and community resources available for social, recreational, and educational activities; and
- 13.5 Describing activities that promote interaction between consumers and clients and their families.

#### **Standard 14 Problems and Crises of Individuals and Families**

Students will understand problems and crises affecting individuals and families. They will demonstrate content proficiency by:

- 14.1 Identifying emotional and substance abuse problems that affect individuals and families;
- 14.2 Identifying signs of emotional crises and mental health issues;
- 14.3 Describing symptoms associated with depression, isolation, substance abuse, and stress;
- 14.4 Responding to consumers and clients in a sensitive, professional manner;
- 14.5 Investigating behavior modification techniques that address disruptive behaviors;
- 14.6 Recognizing behaviors that require intervention and outside assistance; and
- 14.7 Describing the information families need to make decisions about the options in caring for a family member.

#### **Standard 15 Needs of the Elderly**

The student will understand characteristics and needs of the elderly. They will demonstrate content proficiency by:

- 15.1 Defining physical and mental fitness for elderly consumers and clients;
- 15.2 Describing the benefits of maintaining physical and mental fitness for elderly consumers and clients;
- 15.3 Examining, planning, and conducting activities for the elderly that contribute to their physical and mental fitness and well-being;
- 15.4 Identifying symptoms associated with depression, substance abuse, confusion, dementia, and isolation in elderly consumers and clients;

- 15.5 Investigating behavior modification techniques that address aggressive or inappropriate behavior; and
- 15.6 Evaluating behaviors that suggest intervention and outside assistance.

## **Standard 16 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 16.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 16.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 16.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 16.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 16.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 16.6 Interpreting nonverbal communication and responding appropriately.

## **Standard 17 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 17.1 Identifying issues and problems in the family and human services industry and offering possible solutions;
- 17.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 17.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 18 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 18.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;

- 18.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 18.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 18.4 Evaluating effectiveness in balancing responsibilities at home and work.

## **Standard 19 Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 19.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 19.2 Defining leadership roles in work and community life;
- 19.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 19.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 19.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 19.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



Fashion Design,  
Manufacturing, and  
Merchandising

## Overview of Fashion Design, Manufacturing, and Merchandising

California has long been considered one of the world's main fashion centers. In fact, the fashion and apparel industry has emerged as one of California's leading employers, with the state ranking number one in the nation as a wholesale and retail fashion center. Few careers offer the creativity and versatility of the fashion world or its fascinating history. From garment worker to fashion artist, every worker plays an important role in building and cementing California's extraordinary position as a fashion capital. Career opportunities in Fashion Design, Manufacturing, and Merchandising include fashion designer, custom tailor, manufacturer's representative, fashion buyer, personal wardrobe consultant, textile technician, fashion illustrator, and fashion merchandising manager.

### **Fashion Design, Manufacturing, and Merchandising Program**

Courses in the Fashion Design, Manufacturing, and Merchandising career pathway cluster establish a foundation in all aspects of the fashion industry. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry. Students pursuing this career pathway study the industry, professional standards/dignity of work, workforce and organizational management, operational procedures and safety practices, laws and regulations, design elements and principles, history of fashion, fashion forecasting, textiles and textile products, garment construction in manufacturing, product knowledge and apparel merchandising, sales and service, visual merchandising, inventory control and loss prevention, pattern making for apparel design, developing and merchandising a line, textile design, garment alteration and repair, and care and cleaning of apparel. Fashion Design, Manufacturing, and Merchandising students also learn employment and management skills.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Fashion Design, Manufacturing, and Merchandising career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in fashion, textiles, and apparel. The shaded portion of Chart 6.1, “Fashion Design, Manufacturing, and Merchandising Career Pathway Options,” illustrates a sample course sequence for Fashion Design, Manufacturing, and Merchandising. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Fashion Design, Manufacturing, and Merchandising content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies fashion, textiles, and apparel content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the industry and by instructors of secondary and postsecondary courses in Fashion Design, Manufacturing, and Merchandising programs. Each content standard contains the following components:

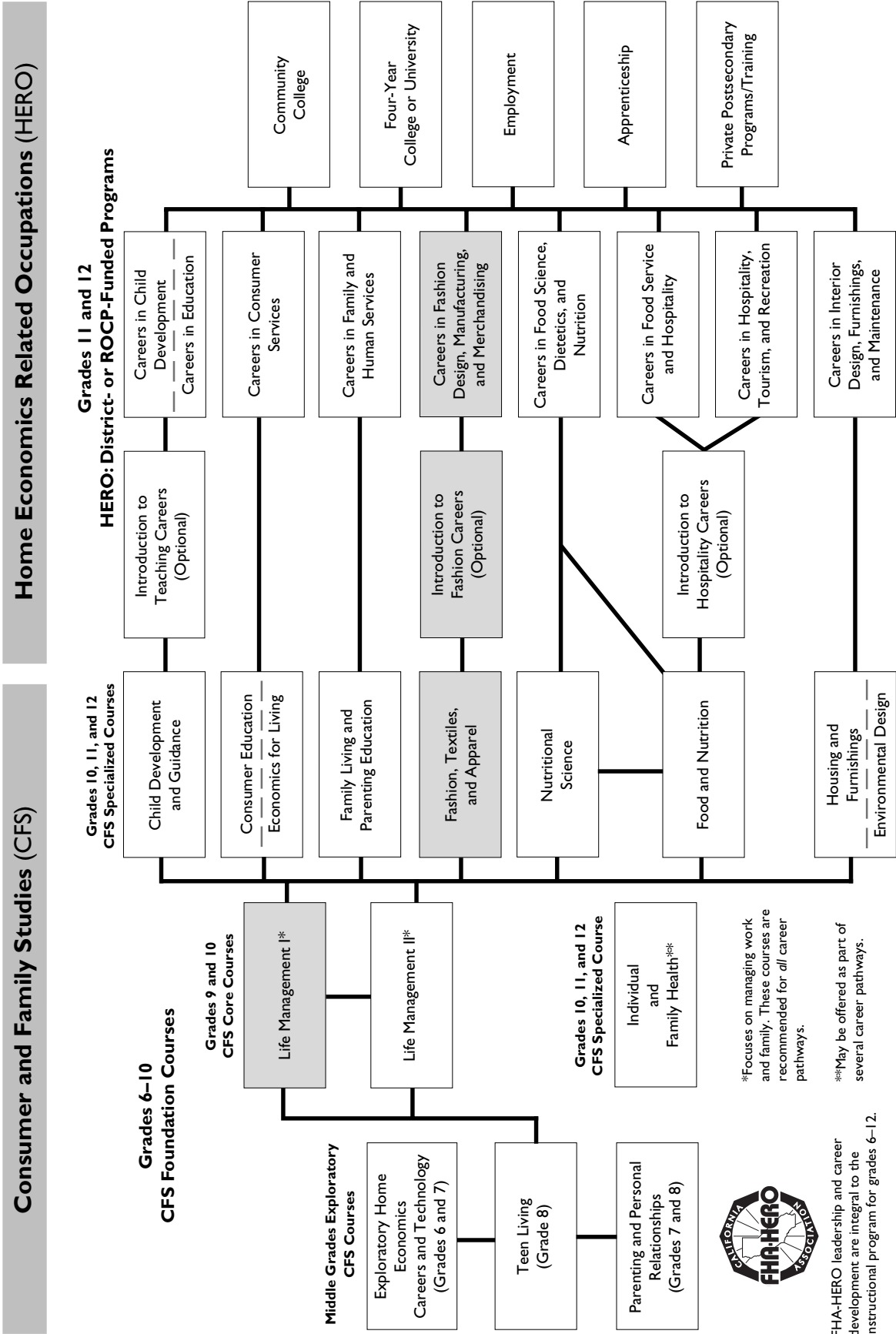
*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Fashion Design, Manufacturing, and Merchandising are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

Chart 6.1  
Fashion Design, Manufacturing, and Merchandising Career Pathway Options



# Fashion Design, Manufacturing, and Merchandising Career Pathway Standards

Listed below are the career pathway standards for the fashion design, manufacturing, and merchandising industry.

## Standard I **Fashion Design, Manufacturing, and Merchandising Industry Awareness**

Students will understand the breadth of the fashion design, manufacturing, and merchandising industry, including career opportunities and the role of this industry in state and local economies. They will demonstrate content proficiency by:

- 1.1 Identifying the various career opportunities within segments of the fashion design, manufacturing, and merchandising industry;
- 1.2 Investigating careers related to the industry and the requirements for education or training;
- 1.3 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in fashion design, manufacturing, and merchandising careers;
- 1.4 Describing career paths and strategies for obtaining employment and advancing in the fashion design, manufacturing, and merchandising industry;
- 1.5 Describing the roles and functions of the various segments of the fashion design, manufacturing, and merchandising industry;
- 1.6 Determining the economic contributions of the various segments of the fashion design, manufacturing, and merchandising industry to local, state, and global economies;
- 1.7 Illustrating an organizational structure and hierarchy, including the relationships and interactions among departments in both the public and private sectors;
- 1.8 Analyzing economic trends in the various segments of the fashion design, manufacturing, and merchandising industry and comparing those trends with state and national economic trends;
- 1.9 Identifying ways in which apparel-related resources, such as periodicals, mass media, and the Internet are used in the fashion design, manufacturing, and merchandising industry; and



- 1.10 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

## **Standard 2 Professional Standards/ Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

## **Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions; and
- 3.5 Identifying appropriate business procedures for fashion design, manufacturing, and merchandising organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients.
- 3.6 Describing the uses of technology in the various segments of the fashion design, manufacturing, and merchandising industry.

## **Standard 4    Operational Procedures and Safety Practices**

Students will understand operational procedures and safety practices commonly performed in the fashion design, manufacturing, and merchandising industry. They will demonstrate content proficiency by:

- 4.1 Describing and performing operational procedures related to quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment as required by the job;
- 4.2 Explaining factors affecting profit, such as operational costs, markup, and markdown;
- 4.3 Describing procedures for preparing, expediting, and tracking forms needed for requisitioning supplies and materials;
- 4.4 Preparing and maintaining records, correspondence, and forms as required by the job;
- 4.5 Using correct technical terms to describe products, procedures, and equipment commonly used in the apparel and textile industries;
- 4.6 Describing the uses of technology in the fashion design, manufacturing, and merchandising industry;
- 4.7 Using equipment, tools, and supplies properly;
- 4.8 Cleaning and maintaining the work station and equipment as required;
- 4.9 Describing types and causes of industry-related accidents;
- 4.10 Explaining and demonstrating procedures, such as lifting and handling, to reduce and prevent accidents;
- 4.11 Describing procedures for handling accidents and emergencies;
- 4.12 Demonstrating correct procedures for completing and maintaining accurate accident reports and records; and
- 4.13 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

## **Standard 5    Laws and Regulations Affecting the Fashion Design, Manufacturing, and Merchandising Industry**

Students will understand the laws and regulations that affect providers of services in the fashion design, manufacturing, and merchandising industry and their clients. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the fashion design, manufacturing, and merchandising industry;

- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and
- 5.5 Identifying and explaining policies and procedures established by the employer.

## **Standard 6 Design Elements and Principles**

Students will understand the elements and principles of design. They will demonstrate content proficiency by:

- 6.1 Describing the elements and principles of design and relating them to the industry;
- 6.2 Applying the elements and principles of design to designing, marketing, and merchandising; and
- 6.3 Relating the application of elements and principles of design to environmental, sociological, ecological, psychological, technical, and economic issues and trends.

## **Standard 7 History of Fashion**

Students will understand the historical aspects and trends of fashion and their relationship to changing economic, social, and cultural conditions. They will demonstrate content proficiency by:

- 7.1 Describing fashion trends in various periods throughout history;
- 7.2 Analyzing how fashion, at a particular period in history, was influenced by politics, society, economics, cultures, and aesthetics;
- 7.3 Tracing the development of various fashion designs throughout history; and
- 7.4 Analyzing the ways in which prosperity, mass production, labor unions, and technology affect the fashion industry.

## **Standard 8 Fashion Forecasting**

Students will understand merchandising and forecasting as used in the fashion design, manufacturing, and merchandising industry. They will demonstrate content proficiency by:

- 8.1 Identifying and describing resources available to the fashion industry that provide information on fashion trends and color forecasting;
- 8.2 Investigating and researching fashion trends;
- 8.3 Collecting and analyzing information from fashion forecasting resources;
- 8.4 Investigating retail stores to determine fashion trends; and
- 8.5 Identifying and evaluating information on trends and forecasting for the target customer.

## **Standard 9 Textiles and Textile Products**

Students will understand the characteristics and maintenance of textiles and textile products. They will demonstrate content proficiency by:

- 9.1 Identifying and describing the general characteristics of fibers, yarns, fabrics, and finishes;
- 9.2 Identifying and describing textile manufacturing methods for producing such fabrics as woven, nonwoven, and knits;
- 9.3 Identifying and describing standard types of print design, such as abstract and geometric, and color designs, including tone-on-tone, positive/negative, and monotone;
- 9.4 Relating textile characteristics to garment design, construction, care, and maintenance;
- 9.5 Identifying and describing methods of color application to yarns, textiles, and garments; and
- 9.6 Identifying appropriate maintenance procedures needed for various fabrics.

## **Standard 10 Garment Construction in Manufacturing**

Students will understand garment construction skills used in a variety of occupations within the fashion manufacturing and merchandising industry. They will demonstrate content proficiency by:

- 10.1 Describing the process of manufacturing garments;
- 10.2 Operating commercial sewing machines and attachments and using a variety of equipment, tools, and supplies to construct or manufacture garments; and
- 10.3 Examining and explaining the use of computers, related software, and other technology in the apparel manufacturing industry.

## Standard 11 **Product Knowledge and Apparel Merchandising**

Students will understand the merchandising of apparel products. They will demonstrate content proficiency by:

- 11.1 Identifying and describing categories of apparel merchandise;
- 11.2 Describing the characteristics of different types of retailers and the merchandise sold by each;
- 11.3 Interpreting information from product labels;
- 11.4 Identifying size ranges of merchandise by product category;
- 11.5 Describing the factors that influence merchandise selection for specific markets;
- 11.6 Analyzing marketing and merchandising techniques that create a specific image for a particular merchandise category;
- 11.7 Analyzing the similarities and differences of merchandise from different countries; and
- 11.8 Comparing and evaluating trade publications and reports available to the retail and manufacturing communities.

## Standard 12 **Sales and Service**

Students will understand the skills and procedures necessary to help retail clients in making decisions and purchases. They will demonstrate content proficiency by:

- 12.1 Collecting information about customers through customer interviews and developing and maintaining client files;
- 12.2 Describing sources of information for successful sales, such as client files, product information, catalogues, and price lists;
- 12.3 Describing and evaluating factors that contribute to quality customer relations, including greeting practices;
- 12.4 Evaluating the impact of cultural factors on customer needs, wants, and satisfaction;
- 12.5 Analyzing sales techniques for their effectiveness;
- 12.6 Organizing, maintaining, and accessing information to enhance product knowledge;
- 12.7 Informing customers of special services, sales, and promotions;
- 12.8 Helping customers in selecting merchandise appropriate to their needs, budget, personality, figure type, coloring, and personal preference;
- 12.9 Recommending accessories and other related merchandise and services to customers;

- 12.10 Describing procedures to make change, process checks, and complete credit card transactions;
- 12.11 Assessing procedures for sales, exchanges, and returns;
- 12.12 Describing procedures for balancing cash drawers and cash control; and
- 12.13 Resolving problems related to cash transactions.

### **Standard 13 Visual Merchandising**

Students will understand the procedures necessary to produce and maintain interior and exterior store displays. They will demonstrate content proficiency by:

- 13.1 Describing the characteristics of interior and exterior displays that attract customers;
- 13.2 Identifying and evaluating store displays for intended messages, such as a store's image, a specific manufacturer's label, a color or fabric story, or a specific event;
- 13.3 Explaining how to arrange merchandise on various fixtures;
- 13.4 Describing the procedures for determining the placement of merchandise on the sales floor; and
- 13.5 Creating displays using mannequins, shadow boxes, wall and tabletop displays, props, signage, and appropriate lighting.

### **Standard 14 Inventory Control and Loss Prevention**

Students will understand the current laws and work site policies and procedures regarding inventory control and loss prevention. They will demonstrate content proficiency by:

- 14.1 Explaining the procedures involved with receiving, inspecting, marking, and distributing merchandise to the selling floor;
- 14.2 Describing interstore transfers and general distribution of goods;
- 14.3 Explaining the current laws regarding security problems that affect inventories;
- 14.4 Recognizing where inventory losses occur and recommending strategies for loss prevention; and
- 14.5 Analyzing how loss prevention affects store profits.

### **Standard 15 Pattern Making for Apparel Design**

Students will understand the procedures of draping and pattern making to produce a pattern for apparel design. They will demonstrate content proficiency by:

- 15.1 Constructing the basic bodice by flat pattern or draping techniques to fit a standard dress form;
- 15.2 Distributing fullness on the basic bodice through dart manipulations and different pattern designs;
- 15.3 Constructing patterns using the knowledge and skills needed for a variety of garments;
- 15.4 Fitting the standard dress form through pinning and marking fabric, transferring marked fabric to paper, and adjusting for accuracy;
- 15.5 Constructing and evaluating sample garments from first patterns; and
- 15.6 Using various fabrics to assess draping qualities.

## **Standard 16 Developing and Merchandising a Line**

Students will understand the procedures commonly performed to develop and merchandise a line. They will demonstrate content proficiency by:

- 16.1 Identifying and explaining procedures for planning a line;
- 16.2 Determining decisions required in the planning stage of developing a line;
- 16.3 Using basic sketching techniques to create designs;
- 16.4 Applying the use of color on garment sketches;
- 16.5 Preparing sketches, color plates, and presentation boards;
- 16.6 Creating paper patterns from design sketches and choosing the appropriate fabrics, trims, colors, and styling themes;
- 16.7 Preparing garment specification sheets, including all fabrics, trims, and findings;
- 16.8 Relating the manufacturing process to the cost of producing a garment;
- 16.9 Identifying and explaining the formulas and procedures for costing a garment, including manufacturers' costs, markup, and profit margin;
- 16.10 Preparing cost sheets for garments;
- 16.11 Identifying and explaining various pattern-grading techniques applied to a variety of clothing and component pieces;
- 16.12 Making markers to increase profits by minimizing fabric use; and
- 16.13 Using computer-assisted drafting programs in apparel design.

## **Standard 17 Textile Design**

Students will understand the skills and procedures necessary to create and produce textile designs. They will demonstrate content proficiency by:

- 17.1 Analyzing the effect that different fibers and yarns have on design and color;
- 17.2 Describing resources for researching ideas for textile designs;
- 17.3 Planning original fabric designs that satisfy design specifications and are appropriate for the fabric and intended use;
- 17.4 Duplicating textile designs by using new colors;
- 17.5 Creating repeated designs, such as tessellations;
- 17.6 Identifying and explaining the limits of making designs reproducible and recommending changes; and
- 17.7 Evaluating techniques used to apply prints on different fabrics.

## **Standard 18 Garment Alteration and Repair**

Students will understand acceptable garment fit, alteration, and repair. They will demonstrate content proficiency by:

- 18.1 Describing characteristics of properly fitted garments;
- 18.2 Explaining common fitting problems and their solutions;
- 18.3 Identifying alteration techniques required to satisfy a customer's specifications;
- 18.4 Estimating costs of repairs or alterations;
- 18.5 Performing alterations or repairs using appropriate techniques;
- 18.6 Analyzing fitting problems related to figure types and physical handicaps and recommending possible solutions to clients;
- 18.7 Performing various steps involved in properly fitting a customer's garments;
- 18.8 Using standard alteration marks to indicate where garments should be altered;
- 18.9 Preparing work orders that identify alterations or repairs; and
- 18.10 Evaluating the quality of alterations and repairs.

## **Standard 19 Care and Cleaning of Apparel**

Students will understand care and cleaning of apparel. They will demonstrate content proficiency by:

- 19.1 Explaining the effects of laundering and dry cleaning on apparel;
- 19.2 Identifying sources of stains and recommending appropriate procedures for removal; and
- 19.3 Identifying cleaning procedures for a variety of fabrics.



**Standard 20 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 20.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 20.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 20.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 20.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 20.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 20.6 Interpreting nonverbal communication and responding appropriately.

**Standard 21 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 21.1 Identifying issues and problems in the fashion design, manufacturing, and merchandising industry and offering possible solutions;
- 21.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work related-issues; and
- 21.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

**Standard 22 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 22.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 22.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;

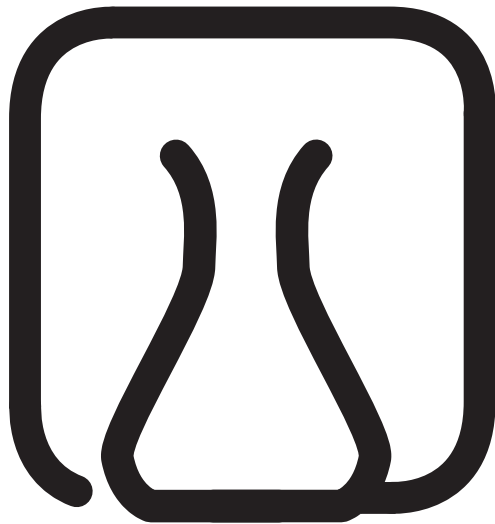
- 22.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 22.4 Evaluating effectiveness in balancing responsibilities at home and work.

## **Standard 23 Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 23.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 23.2 Defining leadership roles in work and community life;
- 23.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 23.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 23.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 23.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



Food Science, Dietetics,  
and Nutrition

## Overview of Food Science, Dietetics, and Nutrition

California's fascination—some say obsession—with diet and nutrition has led to a quiet revolution in food science, dietetics, and nutrition. Foods that are healthy, nutritious, tasty, and quick to prepare are being emphasized. That interest has increased the importance of specialists in food science and nutrition/dietetics who translate their expertise in food composition and preparation into a growing career field. Career possibilities range from dietary technician, food product developer, and nutritionist to food and drug inspector, dietitian, and food technologist.

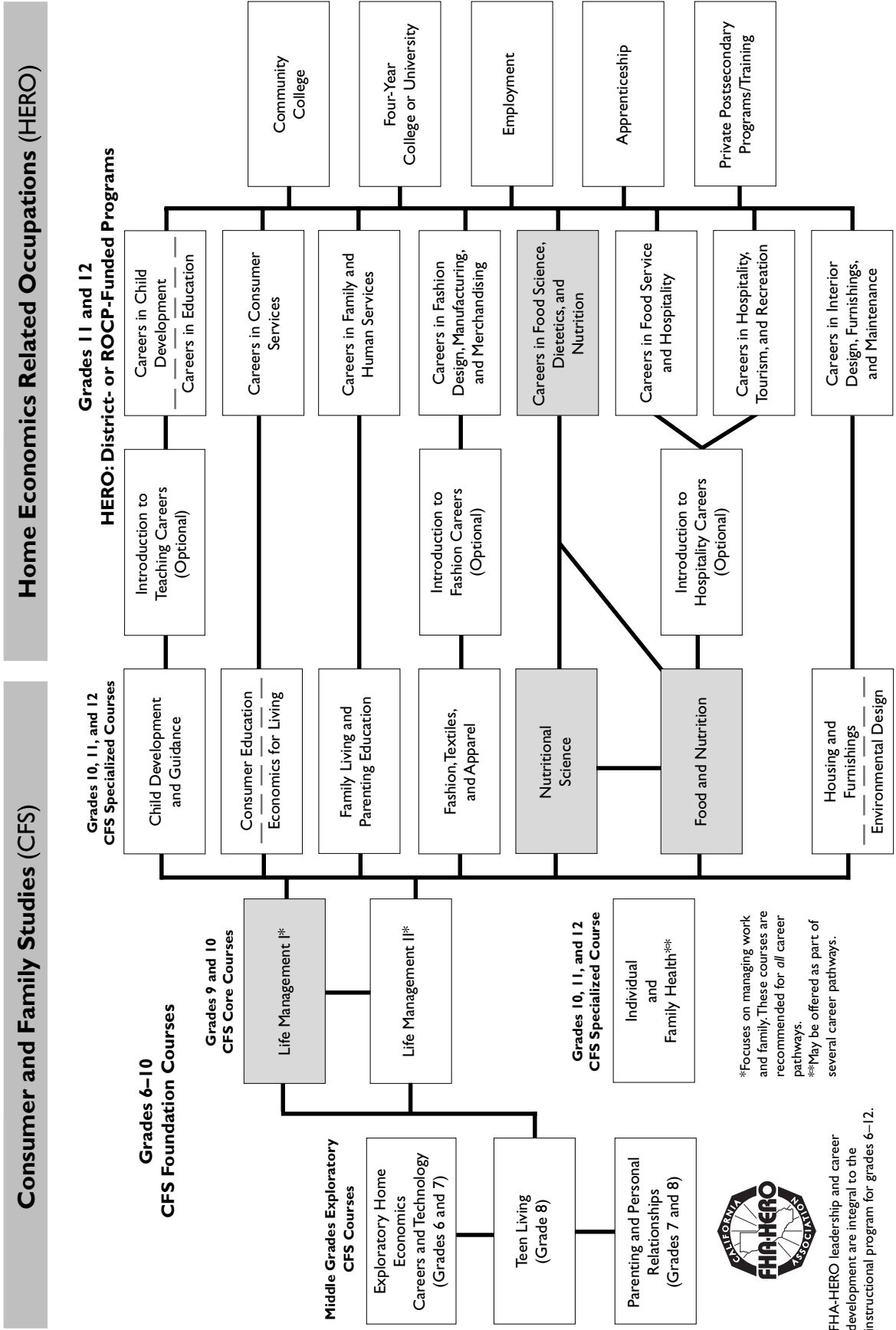
### Food Science, Dietetics, and Nutrition Program

Preparation for the Food Science, Dietetics, and Nutrition career pathway cluster offers students a science-based foundation for careers in food technology, research, health care, and support services for maintaining healthy lifestyles. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry. Students pursuing careers in this career pathway cluster study the industry and its regulations; food safety and sanitation; nutritional needs; dietary needs; food preferences and marketing; data and statistics; food preparation; food and nutrition counseling and analysis; research and development, quality analysis, and sensory evaluation; and food communications and public relations. Food Science, Dietetics, and Nutrition students also learn employment and management skills.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Food Science, Dietetics, and Nutrition career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in food and nutrition. The shaded portion of Chart 7.1, "Food Science, Dietetics, and Nutrition Career

Chart 7.1  
Food Science, Dietetics, and Nutrition Career Pathway Options



Pathway Options,” illustrates a sample course sequence for Food Science, Dietetics, and Nutrition. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Food Science, Dietetics, and Nutrition content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies food and nutrition content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the profession and by instructors of secondary and postsecondary courses in Food Science, Dietetics, and Nutrition programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Food Science, Dietetics, and Nutrition are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Food Science, Dietetics, and Nutrition Career Pathway Standards

Listed below are the career pathway standards for the food science, dietetics, and nutrition industry.

## Standard 1 **Food Science, Dietetics, and Nutrition Industry Awareness**

Students will understand the breadth of the food science, dietetics, and nutrition industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Identifying the various career opportunities within segments of the food science, dietetics, and nutrition industry;
- 1.2 Describing the roles and functions of the various segments of the food science, dietetics, and nutrition industry;
- 1.3 Determining the economic contributions of the various segments of the food science, dietetics, and nutrition industry to local, state, and global economies;
- 1.4 Investigating careers related to the industry and the education or training requirements;
- 1.5 Describing career paths and strategies for obtaining employment and advancing in the food science, dietetics, and nutrition industry;
- 1.6 Analyzing economic trends in the various segments of the food science, dietetics, and nutrition industry and comparing them with state and national economic trends;
- 1.7 Identifying examples of ways in which information systems are used in the food science, dietetics, and nutrition industry; and
- 1.8 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

## Standard 2 **Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;

- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

### **Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for food science, dietetics, and nutrition organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
- 3.6 Describing the uses of technology in the various segments of the food science, dietetics, and nutrition industry.

### **Standard 4 Operational Procedures and Safety Practices**

Students will understand the operational procedures and safety practices specific to the work site, including handling equipment, maintaining work stations, and practicing safe work habits. They will demonstrate content proficiency by:

- 4.1 Explaining the purpose of operational procedures;
- 4.2 Using correct technical terms to describe the products, procedures, and equipment used in the food science, dietetics, and nutrition industry;



- 4.3 Describing appropriate procedures for handling, cleaning, and maintaining the work station;
- 4.4 Describing and performing operational procedures related to quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment as required by the job;
- 4.5 Performing tasks, preparing forms, or writing work orders to requisition supplies and materials;
- 4.6 Demonstrating accurate preparation and maintenance of records, correspondence, reports, and forms;
- 4.7 Demonstrating knowledge of manual or automated systems and equipment;
- 4.8 Describing types and causes of industry-related accidents;
- 4.9 Demonstrating procedures to reduce and prevent accidents;
- 4.10 Explaining and demonstrating procedures, such as lifting and handling, to reduce and prevent accidents;
- 4.11 Describing procedures for handling accidents and emergencies;
- 4.12 Demonstrating correct procedures for completing and maintaining accident reports and records; and
- 4.13 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

## **Standard 5    Laws and Regulations Affecting the Food Science, Dietetics, and Nutrition Industry**

Students will understand the laws and regulations that affect the food science, dietetics, and nutrition industry. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the food science, dietetics, and nutrition industry;
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employers, employees, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA);
- 5.5 Identifying and explaining policies and procedures established by the employer; and

- 5.6 Explaining regulatory and procedural requirements for employers and employees, including labor relations, personnel policies and procedures, and labor laws.

## **Standard 6 Food Safety and Sanitation**

Students will understand the standards and regulations for food safety and sanitary and safe work habits for food handling. They will demonstrate content proficiency by:

- 6.1 Demonstrating safe and sanitary procedures in all food handling, including food storage, production, service, and cleanup;
- 6.2 Demonstrating and maintaining standards in personal grooming and hygiene as required by health codes;
- 6.3 Describing and following local, state, and federal sanitation regulations for food handling establishments;
- 6.4 Identifying and analyzing types of food-borne illnesses and potential causes and methods of prevention; and
- 6.5 Demonstrating sanitary procedures for cleaning and storing tools, appliances, and equipment.

## **Standard 7 Nutritional Needs**

Students will understand the nutritional needs of individuals throughout the life span, including digestion, absorption, metabolism, nutrient values, and food sources. They will demonstrate content proficiency by:

- 7.1 Describing basic nutritional principles and concepts;
- 7.2 Explaining the digestive process, including the role of hormones;
- 7.3 Identifying the anatomy and functions of organs within the digestive system;
- 7.4 Explaining the biochemical function of enzymes, fat hydrolysis, and metabolism;
- 7.5 Analyzing the breakdown of nutrients during the digestive process;
- 7.6 Recommending the appropriate nutrient intake (for example, calcium, protein, and vitamins) for individuals throughout the life span; and
- 7.7 Researching and identifying the role of functional foods in meeting the nutritional needs of individuals.

## Standard 8 Dietary Needs

Students will understand dietary guidelines and food guides and their use in planning a healthy diet. They will demonstrate content proficiency by:

- 8.1 Describing the Food Guide Pyramid and ways to use it in making dietary decisions;
- 8.2 Describing the specific dietary guidelines provided by the American Heart Association, the American Cancer Society, and other nationally recognized health organizations;
- 8.3 Planning diets that apply the concepts and principles of approved dietary guidelines and food guides;
- 8.4 Evaluating popular diets for recommendations that are consistent with and contrary to approved dietary guidelines;
- 8.5 Recommending balanced diets for individuals throughout the life span; and
- 8.6 Recommending balanced diets to maintain, add, or lose weight safely.

## Standard 9 Food Preferences and Marketing

Students will understand factors influencing food preferences and marketing. They will demonstrate content proficiency by:

- 9.1 Describing factors that affect food preferences; for example, a person's culture, religion, economic level, and social, psychological, and personal influences;
- 9.2 Explaining how eating habits and food preferences are psychologically based;
- 9.3 Comparing the food preferences of different cultures;
- 9.4 Determining the relationship between socioeconomic status and marketing strategies and food selection by different income groups;
- 9.5 Assessing how food preferences might differ according to changes in the life span;
- 9.6 Evaluating the influence of food preferences on diet counseling, food marketing, and product development;
- 9.7 Describing the role of sensory evaluation and consumer testing on food or product development and marketing; and
- 9.8 Evaluating the impact of functional foods on product development and marketing.

## **Standard 10 Data and Statistics**

Students will understand data and statistical analyses as required for careers in food science, dietetics, and nutrition. They will demonstrate content proficiency by:

- 10.1 Explaining descriptive and elementary inferential tests;
- 10.2 Coding and entering data into a computer;
- 10.3 Operating statistical programs to analyze data;
- 10.4 Using statistical analysis to interpret data; and
- 10.5 Evaluating limitations of research.

## **Standard 11 Food Preparation**

Students will understand the preparation, presentation, and evaluation of food by following standardized formulas and procedures. They will demonstrate content proficiency by:

- 11.1 Explaining cooking terms used in formulas and recipes;
- 11.2 Identifying tools, utensils, appliances, and equipment according to their functions;
- 11.3 Using correct procedures for measuring a variety of foods for weight and volume with both standard and metric equipment;
- 11.4 Practicing techniques for using knives safely;
- 11.5 Describing the proper use, care, and storage of tools, utensils, appliances, and equipment;
- 11.6 Organizing and maintaining individual work areas;
- 11.7 Assembling and preparing ingredients, equipment, tools, and supplies;
- 11.8 Analyzing information in recipes and formulas;
- 11.9 Converting recipes to increase and decrease a quantity;
- 11.10 Preparing a variety of foods and beverages by following recipes or instructions;
- 11.11 Describing how to hold or store food until it is needed; and
- 11.12 Presenting food for assessment.

## **Standard 12 Food and Nutrition Counseling and Analysis**

Students will understand how to assist dietitians in nutritional counseling, diet administration, and data collection. They will demonstrate content proficiency by:

- 12.1 Describing the purpose and limitations of nutritional counseling;

- 12.2 Describing the roles and responsibilities of assisting dietitians and nutritional counselors;
- 12.3 Determining professional ethics needed by dietitians and nutritional counselors;
- 12.4 Determining appropriate responses and answers to questions commonly asked by clients;
- 12.5 Demonstrating the ability to follow directions for accurately preparing dietary trays;
- 12.6 Recording dietary intake;
- 12.7 Maintaining accurate records; and
- 12.8 Using nutritional analysis software.

### **Standard 13 Research and Development, Quality Analysis, and Sensory Evaluation**

Students will understand the role of assisting food technologists in research and development, quality analysis, and sensory evaluation. They will demonstrate content proficiency by:

- 13.1 Preparing product development formulas for testing;
- 13.2 Following test protocol based on defined constants and variables;
- 13.3 Following procedures to set up and maintain the test kitchen or food laboratory and its equipment and supplies;
- 13.4 Maintaining an inventory for equipment and supplies through the use of the computer;
- 13.5 Following procedures to order food and laboratory supplies;
- 13.6 Explaining the importance of quality assurance;
- 13.7 Describing the steps and procedures in maintaining quality assurance programs;
- 13.8 Describing the importance and methods of achieving random sampling;
- 13.9 Practicing procedures to obtain and label samples from a production line;
- 13.10 Collecting, preparing, and presenting samples for quality assurance review;
- 13.11 Explaining the purpose, scope, and importance of sensory evaluation;
- 13.12 Describing the steps necessary to conduct sensory evaluation;
- 13.13 Describing the research design, validity, reliability, and variables used for sensory evaluation;

- 13.14 Setting up for sensory evaluation, including the portioning and plating of food and the serving sequence;
- 13.15 Collecting assessment devices and compiling data for analysis;
- 13.16 Maintaining accurate records of samples identified, panelist performances, and test conditions;
- 13.17 Using related software programs for testing;
- 13.18 Cleaning and sanitizing sensory testing areas and maintaining equipment;
- 13.19 Preparing and testing recipes for the development of new products and for consumer use;
- 13.20 Applying research findings of food trends to creative product development; and
- 13.21 Researching the discovery and significance of functional foods and the effects of phytochemicals.

#### **Standard 14 Food Communications and Public Relations**

Students will understand current and emerging trends in food and nutrition, methods of communication, and ways to communicate accurate product information to consumers. They will demonstrate proficiency by:

- 14.1 Explaining the importance of communicating accurate information to consumers;
- 14.2 Explaining and writing information and instructions on the use of products;
- 14.3 Describing the influence of consumer trends and expectations on product development and marketing;
- 14.4 Identifying and integrating trends into the design and marketing of consumer goods and services;
- 14.5 Differentiating between public relations and advertising;
- 14.6 Identifying and practicing communication methods that can be used to convey information to consumers; and
- 14.7 Explaining how consumers are influenced by public relations and advertising.

#### **Standard 15 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 15.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 15.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 15.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 15.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 15.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 15.6 Interpreting nonverbal communication and responding appropriately.

## **Standard 16 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 16.1 Identifying issues and problems in the food science, dietetics, and nutrition industry and offering possible solutions;
- 16.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 16.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 17 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 17.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 17.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 17.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 17.4 Evaluating effectiveness in balancing responsibilities at home and work.

## Standard 18 **Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 18.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 18.2 Defining leadership roles in work and community life;
- 18.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 18.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 18.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 18.6 Assessing how skills in teamwork and leadership enhance employability.



# Home Economics Related Occupations



## Food Service and Hospitality

## Overview of Food Service and Hospitality

Careers with unlimited potential are available for those in the food service and hospitality industry—an industry that employs over 600,000 people in California alone. People continue to spend more money on leisure activities, such as dining out and traveling, and on replacements for meals prepared at home. Many opportunities are available for highly motivated and talented workers who want jobs in an industry that is expected to experience the largest growth in California through 2005. Those entering this industry can work anywhere in the world in restaurants, hotels, clubs, resorts, catering services, hospitals, and institutions.

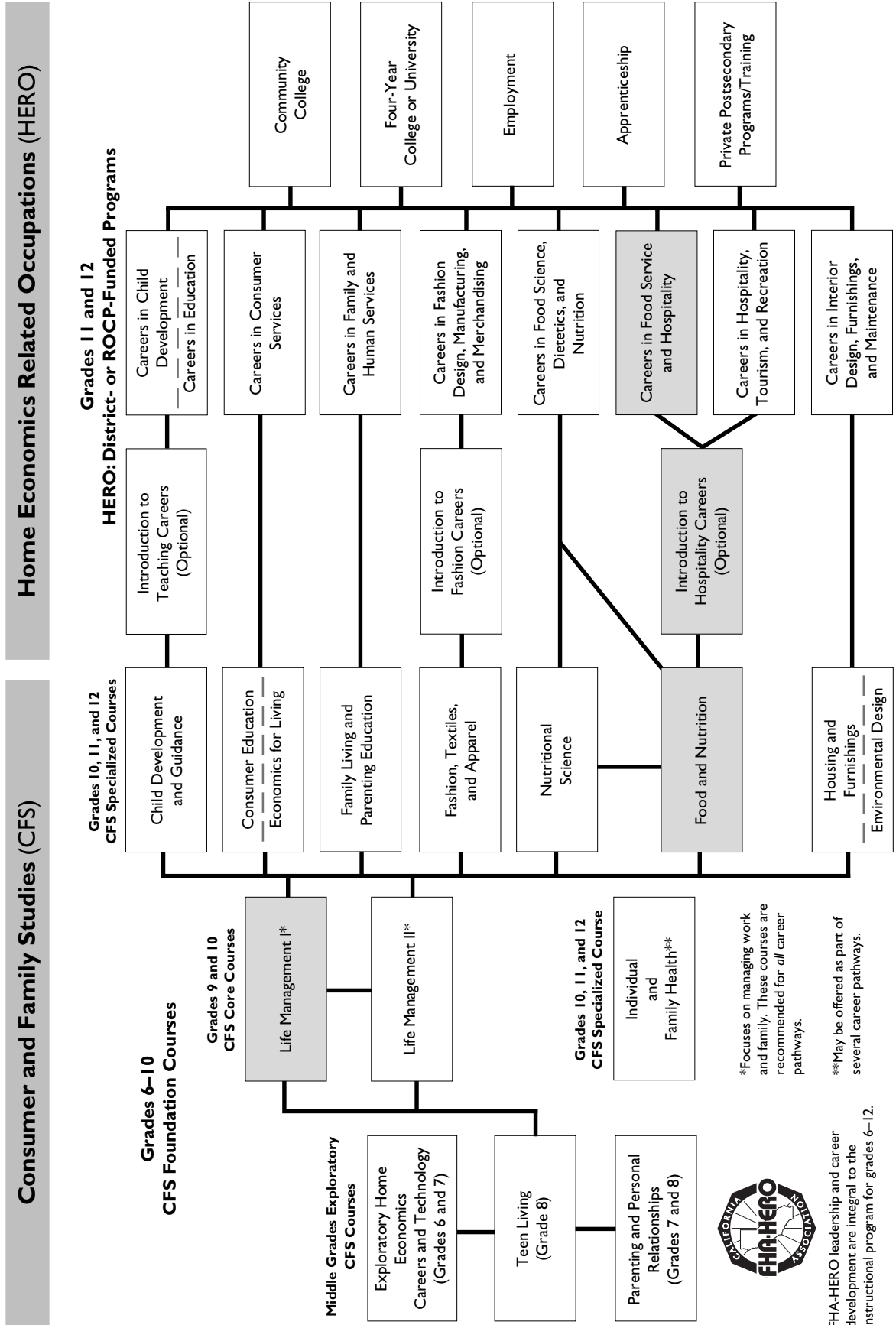
### Food Service and Hospitality Program

Students pursuing a career in this industry study all aspects of the food service and hospitality industry, including food service laws and regulations; workforce and organizational management; safety regulations and emergency procedures; sanitation and food handling; tools, utensils, appliances, and equipment; facilities management; customer service and guest relations; nutrition; food and beverage production and preparation; food and beverage service; marketing and perceptions of and interactions with guests; prime cost analysis; profitability analysis; and entrepreneurship. Food Service and Hospitality students also learn employment and management skills. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Food Service and Hospitality career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in food and nutrition. The shaded portion of Chart 8.1, “Food Service and Hospitality Career Pathway Options,” illustrates a sample course sequence for Food Service and Hospitality. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

# Chart 8.1 Food Service and Hospitality Career Pathway Options



FHA-HERO leadership and career development are integral to the instructional program for grades 6–12.

## Characteristics and Use of the Content Standards

The HERO Food Service and Hospitality content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies food and nutrition content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the industry and by instructors of secondary and postsecondary Food Service and Hospitality education programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Food Service and Hospitality are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Food Service and Hospitality Career Pathway Standards

Listed below are the career pathway standards for the food service and hospitality industry.

## **Standard I Food Service and Hospitality Industry Awareness**

Students will understand the breadth of the food service and hospitality industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Describing the contribution and impact of the food service industry on the state's economy;
- 1.2 Comparing the functions and roles of the various segments of the food service and hospitality industry;
- 1.3 Explaining various job titles and descriptions for positions in the food service industry;
- 1.4 Explaining the importance of teamwork to the success of a food service organization;
- 1.5 Describing the range of career opportunities, income, career paths, and strategies for obtaining employment and advancing in the food service and hospitality industry;
- 1.6 Describing professional conduct and workplace culture in the food service industry;
- 1.7 Assessing personal traits and skills required for careers in the food service and hospitality industry;
- 1.8 Identifying the potential impact that careers in the food service and hospitality industry have on achieving a balance between personal and professional life;
- 1.9 Explaining the benefits of joining professional and trade organizations that relate to the food service and hospitality industry;
- 1.10 Explaining the employers' and employees' responsibilities for carrying out regulations; and
- 1.11 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment in the career pathway or to other fields.

## **Standard 2 Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

## **Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for food service and hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
- 3.6 Describing the uses of technology in the various segments of the food service and hospitality industry.

## **Standard 4 Safety Regulations and Emergency Procedures**

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.1 Describing guidelines for the security of employees and guests;
- 4.2 Describing the types and causes of accidents;
- 4.3 Explaining and demonstrating procedures to reduce and prevent accidents;
- 4.4 Demonstrating proper procedures for lifting;
- 4.5 Describing procedures for handling accidents;
- 4.6 Completing accident reports and records accurately;
- 4.7 Explaining the procedures for preventing and tending to heat, electrical, and chemical burns;
- 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry;
- 4.9 Describing procedures for emergencies and disasters; and
- 4.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

## **Standard 5 Laws and Regulations Affecting the Food Service and Hospitality Industry**

Students will understand the laws and regulations that affect employers, employees, and customers. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the food service and hospitality industry;
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and
- 5.5 Identifying and explaining policies and procedures established by the employer.

## **Standard 6 Sanitation and Food Handling**

Students will understand the principles of sanitation and safe food handling. They will demonstrate content proficiency by:

- 6.1 Describing specific principles of Hazard Analysis Critical Control Point (HACCP);
- 6.2 Applying critical control points for time and temperature;
- 6.3 Using safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and clean up;
- 6.4 Maintaining standards in personal grooming and hygiene as required by local, state, and federal health and safety codes;
- 6.5 Describing and following local, state, and federal sanitation regulations for food service establishments;
- 6.6 Describing types of food contamination, their potential causes, and methods of prevention;
- 6.7 Analyzing cases of food-borne illnesses and describing potential causes and methods of prevention;
- 6.8 Using appropriate procedures for sanitizing work surfaces and storing tools, utensils, appliances, and equipment;
- 6.9 Applying chemicals, sanitizers, and cleaning agents to work stations, tools, utensils, appliances, and equipment; and
- 6.10 Describing the process for making flowcharts of recipes, from receiving the ingredients to preparing and serving the food.

## **Standard 7 Technology, Tools, Utensils, Appliances, and Equipment**

Students will understand the use of technology, tools, utensils, appliances, and equipment needed in food service production. They will demonstrate content proficiency by:

- 7.1 Identifying technology, tools, utensils, appliances, and equipment according to their functions in food production;
- 7.2 Describing proper use, care, and storage of tools, utensils, appliances, and equipment;
- 7.3 Using food production equipment appropriately, while adhering to safety guidelines;
- 7.4 Using computer applications in food production; and
- 7.5 Describing emerging technology for the food service and hospitality industry.



## **Standard 8 Facilities Management**

Students will understand the operational procedures that result in a well-maintained and clean physical plant. They will demonstrate content proficiency by:

- 8.1 Explaining the importance of following operational checklists;
- 8.2 Describing the repair and preventive maintenance of equipment;
- 8.3 Explaining the relationship between preventive maintenance systems and food service operations;
- 8.4 Organizing work and maintaining work stations for efficiency;
- 8.5 Using correct technical terms to describe supplies for cleaning and maintenance;
- 8.6 Using technology in the management of the food service and hospitality industry;
- 8.7 Recycling materials where appropriate; and
- 8.8 Packing and discarding trash and cleaning and inspecting the facility.

## **Standard 9 Customer Service and Guest Relations**

Students will understand factors that contribute to exceeding customers' and guests' expectations. They will demonstrate content proficiency by:

- 9.1 Explaining principles of service for customers and guests;
- 9.2 Using skills for listening, observing, and anticipating to determine the needs of customers and guests;
- 9.3 Explaining how the behavior of all employees affects operational efficiency and the satisfaction of guests;
- 9.4 Explaining ways in which management empowers employees to satisfy the needs of customers and guests;
- 9.5 Identifying potential barriers and making reasonable accommodations for customers with disabilities;
- 9.6 Anticipating and responding to requests or complaints from guests and customers;
- 9.7 Describing options for responding to dissatisfied customers and guests;
- 9.8 Answering customers' and guests' questions about the menu;
- 9.9 Explaining and providing examples of up-selling and suggestive selling;
- 9.10 Determining and arranging with the customer the theme, decorations, style of service, tables, and entertainment for a catered event; and

- 9.11 Preparing and presenting checks to customers and guests and processing payments.

## Standard 10 **Nutrition**

Students will understand approved dietary guidelines and ways in which food preparation affects nutritional values. They will demonstrate content proficiency by:

- 10.1 Describing nutritional principles and concepts;
- 10.2 Using food preparation techniques that conserve nutrients;
- 10.3 Interpreting nutritional or ingredient information from food labels and nutrition information sheets; and
- 10.4 Describing nutritional principles and concepts related to menu applications outlined in the American Dietetic Association (ADA) guidelines.

## Standard 11 **Food and Beverage Production and Preparation**

Students will understand food preparation in professional and institutional kitchens, including skills used by chefs, bakers, and caterers. They will demonstrate content proficiency by:

- 11.1 Identifying and categorizing a variety of food and bakery ingredients;
- 11.2 Setting up and maintaining assigned work areas;
- 11.3 Applying the principle of *mise en place* (set in place) in assembling ingredients, tools, and supplies;
- 11.4 Measuring and weighing ingredients according to a recipe's specifications;
- 11.5 Preparing icings, fillings, and meringues;
- 11.6 Identifying and comparing types of flour, shortening, and leavening agents;
- 11.7 Preparing, decorating, and displaying bakery items, including breads and other baked items, and desserts, using appropriate procedures and techniques;
- 11.8 Preparing a variety of food items, including pastas, fruit and vegetable dishes, dairy-based products, soups, salads, meat, poultry, seafoods, sandwiches, and beverages;
- 11.9 Discussing the advantages and disadvantages of foods made from scratch and of convenience products in terms of cost, preparation, and quality;
- 11.10 Analyzing time and energy-saving products and techniques used to prepare food items;

- 11.11 Using a variety of food preparation and baking techniques that produce consistent products;
- 11.12 Accurately preparing recipes according to directions and procedures;
- 11.13 Displaying, selling, ordering, and restocking retail counter items as required by the job;
- 11.14 Identifying, using, and storing herbs, spices, and extracts properly;
- 11.15 Adjusting standard recipes and using correct computational skills to serve more or fewer persons than specified;
- 11.16 Using standard procedures in measuring and weighing solid and liquid foods;
- 11.17 Planning the production schedule so that foods are ready at serving time;
- 11.18 Designing and creating menus for special occasions as specified by the catering customer;
- 11.19 Estimating food, beverage, labor, and other costs;
- 11.20 Making a work sheet and assembling supplies for a catered event;
- 11.21 Holding and storing prepared foods, utensils, and equipment until needed; and
- 11.22 Maintaining the quality and safety of transported food and beverages.

## Standard 12 **Food and Beverage Service**

Students will understand the procedures and skills needed to perform sidework, serve customers, set up and clear tables, and process cash and credit transactions. They will demonstrate content proficiency by:

- 12.1 Applying the concept of *mise en place* (set in place);
- 12.2 Holding or storing prepared foods and condiments until needed;
- 12.3 Describing opening, closing, change-of-shift, and preparatory work duties;
- 12.4 Identifying and using proper techniques for greeting, seating, and presenting menus to customers;
- 12.5 Using appropriate, effective, and efficient techniques for writing food and beverage orders and relaying orders to the kitchen through the use of manual or automated systems;
- 12.6 Using safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables;
- 12.7 Portioning foods accurately during food preparation and service by using specified portioning tables;
- 12.8 Coordinating and assembling food orders and supplies;

- 12.9 Plating and garnishing foods attractively;
- 12.10 Presenting the bill to the customer, processing credit transactions, and making and counting back change;
- 12.11 Performing tasks and preparing forms to balance receipts as required by the employer; and
- 12.12 Describing the different types of table service; for example, American, French, and Russian.

### Standard 13 **Marketing Strategies**

Students will understand the purpose and strategies of marketing and the foundation of tactical marketing applications, including publicity, promotion, public relations, and product development. The student will demonstrate content proficiency by:

- 13.1 Explaining the difference between *vision* and *mission* in the food service industry;
- 13.2 Defining *marketing* as it relates to the food service industry;
- 13.3 Explaining marketing strategies;
- 13.4 Differentiating among *promotion*, *publicity*, *public relations*, and *product development*;
- 13.5 Defining major forms of advertising;
- 13.6 Explaining feedback systems, including those from guests and employees;
- 13.7 Defining *one-to-one marketing* (word of mouth); and
- 13.8 Describing the process for conducting an analysis of competition.

### Standard 14 **Prime Cost Analysis**

Students will understand the process and importance of the costing process and cost analysis in the food service and hospitality industry. They will demonstrate content proficiency by:

- 14.1 Describing the importance and structure of the Uniform System of Accounts for Restaurants;
- 14.2 Describing the key components of a profit and loss statement;
- 14.3 Explaining prime costs (food, beverages, labor) of income and expense statements;
- 14.4 Calculating recipe costs and pricing per portion;
- 14.5 Analyzing customer perception of value and its relationship to profit and loss;

- 14.6 Estimating the effect of portion control on waste and loss and its impact on profit and loss; and
- 14.7 Explaining controllable and occupational costs in the food service industry.

## **Standard 15 Profitability Analysis**

Students will understand the interrelationships among all cost groups: prime costs, marketing, administration, rent, energy, music, and entertainment. They will demonstrate content proficiency by:

- 15.1 Describing the components of a statement of income and expense (profit and loss);
- 15.2 Describing the cost per cover;
- 15.3 Describing theoretical costing;
- 15.4 Listing the individual items that are included in occupational costs; and
- 15.5 Describing the importance of the menu as the primary source of revenue generation and cost control.

## **Standard 16 Entrepreneurship**

Students will understand the principles of conceptualizing, establishing, and operating a business. They will demonstrate content proficiency by:

- 16.1 Researching and interpreting market conditions to establish a business;
- 16.2 Investigating available resources that help in setting up small businesses;
- 16.3 Describing the components of a business plan;
- 16.4 Identifying factors that affect success or failure in food service and hospitality businesses;
- 16.5 Outlining steps in setting up and starting a business; and
- 16.6 Describing the role that human resources play in the success of a small business.

## **Standard 17 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 17.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;

- 17.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 17.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 17.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.
- 17.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 17.6 Interpreting nonverbal communication and responding appropriately.

## **Standard 18 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 18.1 Identifying issues and problems in the food service and hospitality industry and offering possible solutions;
- 18.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 18.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 19 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

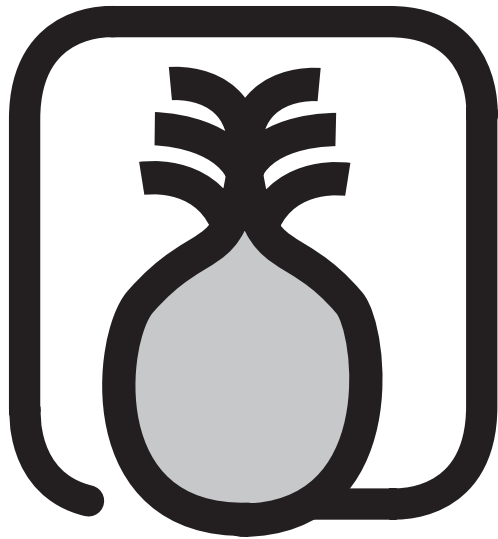
- 19.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 19.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 19.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 19.4 Evaluating effectiveness in balancing responsibilities at home and work.

## Standard 20 **Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 20.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 20.2 Defining leadership roles in work and community life;
- 20.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 20.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 20.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 20.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



## Hospitality, Tourism, and Recreation



## Overview of Hospitality, Tourism, and Recreation

Opportunities abound in the hospitality, tourism, and recreation industry. The widespread existence of this industry makes it possible to work anywhere in the world in one of its three segments: lodging, travel services, and recreation. California continues to be a popular tourist destination, and projected growth in the industry provides short-term and long-term variety and stability for persons making this career choice. Just a few of the numerous options include serving a specific clientele as a social director or travel guide, serving as a cast member in an amusement park, organizing events as a meeting planner, or managing a hotel or bed-and-breakfast establishment.

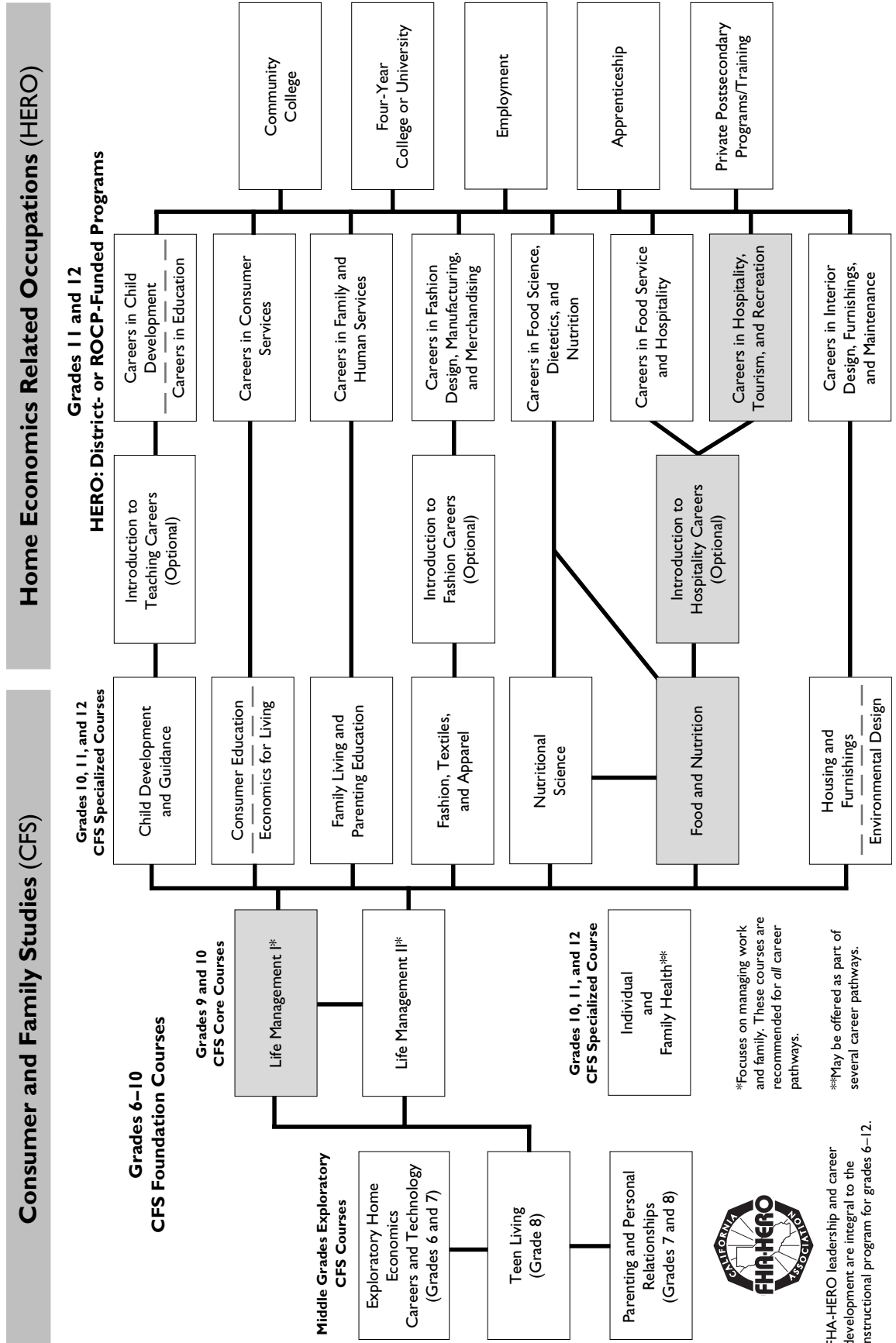
### Hospitality, Tourism, and Recreation Program

Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry, including workforce and organizational management; policies and procedures; laws and regulations; customer and guest information and services; information systems; sales and marketing; facility operations and task management; financial transactions; destinations; reservations and ticketing; itineraries; international travel; theme parks, attractions, and exhibitions; event planning; and outdoor recreation management. Hospitality, Tourism, and Recreation students also learn employment and management skills. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Hospitality, Tourism, and Recreation career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area introductory course to the industry. The shaded portion of Chart 9.1, “Hospitality, Tourism, and Recreation Career Pathway Options,” illustrates a sample course sequence for Hospitality, Tourism, and Recreation. The appendix, “Overview of HECT Course

Chart 9.1  
Hospitality, Tourism, and Recreation Career Pathway Options



FHA-HERO leadership and career development are integral to the instructional program for grades 6–12.

Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Hospitality, Tourism, and Recreation content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies food and nutrition; child care and guidance; family living and parenting education; housing and furnishings; and consumer education content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the industry and by instructors of secondary and postsecondary courses in Hospitality, Tourism, and Recreation programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Hospitality, Tourism, and Recreation are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Hospitality, Tourism, and Recreation

## Career Pathway Standards

Listed below are the career pathway standards for the hospitality, tourism, and recreation industry.

### Standard I **Hospitality, Tourism, and Recreation** **Industry Awareness**

Students will understand the breadth of the hospitality, tourism, and recreation industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Defining terminology related to the hospitality, tourism, and recreation industry segments;
- 1.2 Identifying the various career opportunities within segments of the hospitality, tourism, and recreation industry, such as lodging, travel, attractions, events, and exhibitions;
- 1.3 Describing, from a global perspective, the roles and functions of occupations within the various segments of the hospitality, tourism, and recreation industry;
- 1.4 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in the hospitality, tourism, and recreation industry;
- 1.5 Describing job titles, career paths, and strategies for obtaining employment and advancing in the hospitality, tourism, and recreation industry;
- 1.6 Determining the economic contributions of the various segments of the hospitality, tourism, and recreation industry to local, state, national, and global economies;
- 1.7 Analyzing economic trends in the various segments of the hospitality, tourism, and recreation industry and comparing them with state and national economic trends;
- 1.8 Identifying examples of ways in which information systems are used in the hospitality, tourism, and recreation industry; and
- 1.9 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

**Standard 2 Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

**Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for hospitality, tourism, and recreation organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
- 3.6 Describing the uses of technology in the various segments of the hospitality, tourism, and recreation industry.

## Standard 4 Policies and Procedures

Students will understand general policies and procedures of the hospitality, tourism, and recreation industry, including the safe performance of job-related tasks, management of equipment and supplies, security and emergency procedures, and maintenance of the facility. They will demonstrate content proficiency by:

- 4.1 Describing the purposes of policies and procedures used in the hospitality, tourism, and recreation industry;
- 4.2 Determining the commonalities of policies and procedures used in the hospitality, tourism, and recreation industry, such as disability facilitation and the role of the California Occupational Safety and Health Administration (Cal/OSHA);
- 4.3 Analyzing policies and procedures for the accommodation of customers and employees with disabilities;
- 4.4 Analyzing policies, procedures, and employees' responsibilities for safe work practices as described in job-related manuals;
- 4.5 Analyzing policies and procedures to reduce the spread of infections and diseases;
- 4.6 Outlining procedures for reporting unsafe conditions and for handling customer and employee safety, accidents, and emergencies;
- 4.7 Describing and following procedures for handling accidents and emergencies, including preparedness plans for emergencies and disasters;
- 4.8 Using correct first-aid procedures;
- 4.9 Obtaining certification in first aid and CPR;
- 4.10 Describing security systems, procedures for using them, and personal responsibilities for securing a facility;
- 4.11 Describing an employee's role for safeguarding company and customer assets;
- 4.12 Describing policies for lost-and-found items and procedures for theft control;
- 4.13 Describing the legal implications of not following required policies and procedures;
- 4.14 Analyzing diversity in the workplace; and
- 4.15 Defining harassment and discrimination, including sexual harassment.

## **Standard 5    Laws and Regulations Affecting the Hospitality, Tourism, and Recreation Industry**

Students will understand the laws and regulations that affect employers, employees, and customers. They will demonstrate content proficiency by:

- 5.1 Describing and complying with laws and regulations affecting the hospitality, tourism, and recreation industry;
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and
- 5.5 Identifying and explaining policies and procedures established by the employer.

## **Standard 6    Guest and Customer Information and Services**

Students will understand the importance of information and services for customers and guests to the success of the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

- 6.1 Defining *clients*, *customers*, and *guests* as those terms relate to various departments;
- 6.2 Defining information and services for guests and customers and describing the importance of guest and customer relations to the success of the hospitality, tourism, and recreation industry;
- 6.3 Describing the responsibilities for the various departments within an organization and identifying their relationship to guest services and customer satisfaction;
- 6.4 Practicing ways to greet guests and customers appropriately, interpret nonverbal communication, and handle telephone communications;
- 6.5 Describing the function of a concierge, valet, bellperson, and other guest service providers and the occasions when their services should be used;
- 6.6 Helping with the security of guests and their property;
- 6.7 Suggesting and facilitating arrangements for local services and attractions to customers, including information, reservations, and accommodations for special needs;

- 6.8 Stating travel directions, including layouts or maps when appropriate;
- 6.9 Interacting with a guest through a complete service transaction, from initial greetings and assessing needs to delivering services and closing the transaction;
- 6.10 Maintaining and accessing histories of an individual customer's preferences;
- 6.11 Determining ways to accommodate needs of guests and customers according to cultural preferences;
- 6.12 Evaluating strategies to satisfy guests and customers and thereby enhance the reputation of the establishment;
- 6.13 Explaining the importance of understanding differences among cultural, age, and social groups when interacting and communicating with guests;
- 6.14 Identifying steps in solving specific problems of guests and customers and proposing solutions that meet the needs of the company and the guests and customers;
- 6.15 Defining the behavior of an irate guest or customer and describing ways to diffuse such complaints effectively;
- 6.16 Explaining how to handle inquiries from customers and providing information through various media;
- 6.17 Explaining the importance of knowing the various needs of different groups of clients;
- 6.18 Describing various groups of clients, such as social, professional, and fraternal, and categorizing them according to their interests and needs;
- 6.19 Identifying the culture and customs of various countries and national groups and explaining the implications for services for guests and customers; and
- 6.20 Describing terminology used in various languages for common requests of guests and customers.

## **Standard 7 Information Systems**

Students will understand the use of information systems in all areas of the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

- 7.1 Using correct terminology to describe basic computer functions;
- 7.2 Identifying major components of software and hardware packages;
- 7.3 Selecting and using appropriate software to perform a variety of job tasks, including point of sale and inventory systems;



- 7.4 Explaining in-house computer systems and accurately operating systems for tracking guests checking in and checking out of rooms and for posting miscellaneous charges;
- 7.5 Analyzing the various front office reports, such as occupancy of rooms and arrivals and departures of guests;
- 7.6 Identifying ways in which the Internet can be used to enhance operations and entry and exit systems, such as those for reservations and ticketing;
- 7.7 Maintaining the security of keys; and
- 7.8 Collecting, entering, and retrieving information about events.

## **Standard 8 Sales and Marketing**

Students will understand marketing, sales promotions, and ways to access and provide information to customers and clients. They will demonstrate content proficiency by:

- 8.1 Explaining basic sales concepts, as well as promotional selling or upgrading, and their effect on profits;
- 8.2 Explaining marketing principles and procedures for targeting audiences;
- 8.3 Describing how to match guests' needs with available data and recommending higher-quality products and additional services;
- 8.4 Describing how to book events and identifying needs and wants of guests; and
- 8.5 Completing a reservation for an event through the use of proper sales techniques.

## **Standard 9 Facility Operations, Task Management, and Safety**

Students will understand the importance of maintaining facilities, systems of operation, and equipment, tools, and supplies. They will demonstrate content proficiency by:

- 9.1 Describing the overall departments and functions within various organizations and properties;
- 9.2 Explaining the importance of employees' responsibility and ownership for overall maintenance and care;
- 9.3 Describing ways in which various departments, such as electrical, laundry, grounds, and public areas, contribute to the economic success of a business;

- 9.4 Analyzing the purpose of and information in the Materials Safety Data Sheets (MSDSs);
- 9.5 Applying procedures for sanitizing, disinfecting, and disposing of waste properly;
- 9.6 Describing the materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals;
- 9.7 Describing the functions, use, care, and storage of equipment, tools, and supplies;
- 9.8 Evaluating the condition of equipment and tools and recommending maintenance and repair as appropriate;
- 9.9 Describing procedures to maintain inventory; requisition equipment and tools; and restock supplies;
- 9.10 Analyzing work to be completed, prioritizing tasks, and preparing a schedule to meet facility and personnel needs within the allowed budget;
- 9.11 Performing procedures for cleaning rooms, public areas, and offices and for restocking carts within the time allowed;
- 9.12 Describing personal safety issues related to management of facilities and the implications for employees and guests;
- 9.13 Assessing and explaining status sheets for public areas and rooms;
- 9.14 Explaining how the costs of breakage, theft, use of supplies, and decisions for repairs or replacement affect employees and the employer's profit;
- 9.15 Explaining routine and periodic cleaning and maintenance of equipment; and
- 9.16 Applying time, motion, and work management skills.

## **Standard 10 Financial Transactions**

Students will understand all types of financial transactions. They will demonstrate content proficiency by:

- 10.1 Describing and completing accountable on-line and off-line cash transactions;
- 10.2 Completing noncash transactions, including use of credit cards, debit cards, ATM cards, money orders, personal checks, coupons, and discounts;
- 10.3 Explaining how to identify counterfeit currency;
- 10.4 Describing procedures for balancing cash and handling cash control for checking in and checking out of rooms;

- 10.5 Explaining appropriate procedures for responding to guests with payment problems and alternatives at the point of sale (POS);
- 10.6 Describing, through the use of flowcharts, the flow of money through the property; and
- 10.7 Describing the value of a product, such as travel, an admission ticket, retail purchases, or food and beverage selections.

## **Standard 11 Destinations**

Students will understand world geography and the diversity of cultures and customs of various countries and regions. They will demonstrate content proficiency by:

- 11.1 Explaining ways in which geography affects world travel and tourism;
- 11.2 Locating and naming the countries on each continent, the major mountain ranges, and the oceans and seas of the world;
- 11.3 Identifying the 50 states in the United States and the major cities in North America;
- 11.4 Identifying destinations for worldwide travel and attractions;
- 11.5 Locating the prime meridian and the international dateline and defining each;
- 11.6 Defining Greenwich mean time (GMT), describing its relationship to all times of the world, and computing the 24-hour clock;
- 11.7 Identifying the major languages, foods, beverages, and etiquette typical in various countries or regions of the world;
- 11.8 Describing resources that explain cultures and customs of various countries and regions; and
- 11.9 Identifying information regarding attractions and events that are unique to specific destinations.

## **Standard 12 Reservations and Ticketing**

Students will understand the process of reservations and ticketing, including air and rail travel, cruise ships, and other attractions. They will demonstrate content proficiency by:

- 12.1 Identifying U.S. airlines, airports, and ports and memorizing industry codes and terminology;
- 12.2 Computing and interpreting costs for various types of journeys, types of fares, and basic fare codes;
- 12.3 Communicating penalty charges to customers for cancellations or change of reservations;

- 12.4 Describing the characteristics and configurations of air and rail carriers, cruise ships, and attractions;
- 12.5 Describing the function of the Airline Reporting Corporation (ARC);
- 12.6 Describing accommodations for physically challenged persons, unaccompanied minors, and customers needing special meals;
- 12.7 Identifying the major centralized reservation systems and the computerized reservation system (CRS) and the functions of each; and
- 12.8 Considering factors that affect the ticketing system, such as a person's height and age.

### **Standard 13 Itineraries**

Students will understand the process of planning travel and tourism itineraries for clients, including plans related to cars, rail travel, hotels, attractions, tours, and cruises. They will demonstrate content proficiency by:

- 13.1 Coordinating itineraries and preparing appropriate travel documents for passengers;
- 13.2 Evaluating various kinds of accommodations according to such factors as class and category;
- 13.3 Recommending appropriate insurance needs;
- 13.4 Resolving customer complaints related to scheduling, overbooking, baggage claims, and other arrangements;
- 13.5 Explaining the requirements, procedures, and insurance for renting a car;
- 13.6 Selecting the appropriate lodging, contacting the identified lodging facility, and making a reservation;
- 13.7 Explaining the advantages of rail travel in the United States;
- 13.8 Explaining the difference between Britrail and Eurail;
- 13.9 Designing a tour or cruise package to fit a client's needs; and
- 13.10 Interpreting cruise and tour brochures and determining costs for an itinerary.

### **Standard 14 International Travel**

Students will understand international travel and the needs and concerns of international travelers. They will demonstrate content proficiency by:

- 14.1 Explaining how currency should be exchanged during international travel and how to determine rates for conversion;

- 14.2 Explaining the need for passports, procedures for obtaining them, and the legal aspects of passports;
- 14.3 Describing special documentation needed for international travel, such as visas and health documents;
- 14.4 Explaining the rights and responsibilities of international travelers and differences in the laws and customs affecting tourists in various countries;
- 14.5 Recommending how to access needed accommodations for special needs and disabilities; and
- 14.6 Identifying sources of information focusing on health and safety concerns for travelers and recommending procedures for obtaining help with problems during international travel.

## **Standard 15 Theme Parks, Attractions, and Exhibitions**

Students will understand the purpose and organizational structure of a variety of theme parks, attractions, and exhibitions. They will demonstrate content proficiency by:

- 15.1 Describing the business purposes of various properties, including financial implications, consumer entertainment, education, and community relations;
- 15.2 Describing the mission and goals of an organization;
- 15.3 Identifying the various internal departments and ways in which they interrelate;
- 15.4 Explaining the basic skills necessary to succeed in each department of an organization; and
- 15.5 Explaining the purpose and implications of special promotions, such as season passes, multiple day visits, retail items, or food and beverages.

## **Standard 16 Event Planning**

Students will understand special event planning for a diverse clientele, a variety of attractions, educational programs, and specialty tours within the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

- 16.1 Defining and describing clients and customers by age, cultural group, and other factors;
- 16.2 Applying knowledge of customer diversity to clients' requests;

- 16.3 Identifying and describing the purposes of various local attractions and suggesting tours and attractions appropriate for the interests of guests;
- 16.4 Providing information to clients through various media;
- 16.5 Describing procedures used in planning and follow-up of special events, such as meetings, trade shows, fairs, and conferences;
- 16.6 Developing themes, timelines, budgets, agendas, and itineraries;
- 16.7 Researching locations and food suppliers or other vendors for events;
- 16.8 Preparing registration schedules, materials, and programs;
- 16.9 Determining and verifying space needs, allocations, and security options for events;
- 16.10 Explaining procedures for setup of the room, equipment, and supplies for a meeting;
- 16.11 Designing and providing evaluation forms for an event; and
- 16.12 Planning, promoting, publicizing, coordinating, and evaluating a program for a target audience.

## **Standard 17 Outdoor Recreation Management**

Students will understand the value of outdoor recreation; the variety of parklands, wilderness areas, and waterways available for recreation; and the operation and management of recreational facilities. They will demonstrate content proficiency by:

- 17.1 Identifying outdoor recreation activities that promote long-term physical and mental health;
- 17.2 Identifying and evaluating the skills, requirements, benefits, risks, and financial costs for a variety of outdoor recreational activities;
- 17.3 Planning outdoor recreational activities appropriate to the needs and abilities of a variety of clients;
- 17.4 Defining the overall departments and functions of public and private parks and recreation facilities;
- 17.5 Describing personal responsibilities for the overall care and maintenance of parks and recreation facilities;
- 17.6 Identifying knowledge and skills needed for employment in a variety of parks and recreation settings;
- 17.7 Describing principles of risk management, liability, and safety;
- 17.8 Describing and evaluating risk-management plans, evacuation plans, emergency procedures, and appropriate documentation;

- 17.9 Defining and making recommendations for recreational opportunities and participant services;
- 17.10 Describing the process for making reservations for private and public facilities;
- 17.11 Identifying and describing the restrictions for wilderness areas, parklands, and waterways available for general use;
- 17.12 Describing knowledge and skills needed to conduct tours for outdoor experiences and attractions;
- 17.13 Suggesting modes of transportation and other accommodations;
- 17.14 Describing types of insurance, licenses, and permits needed for outdoor management and participant services;
- 17.15 Defining ecological concepts and principles of environmental education;
- 17.16 Collecting data on changing environmental conditions caused by human interface with nature;
- 17.17 Describing the interdependence of mankind with the environment; and
- 17.18 Using leadership and communication skills to educate and manage individuals, families, and special populations on environmental responsibility.

## **Standard 18 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 18.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 18.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as those characteristics pertain to work, personal, and family life;
- 18.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 18.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 18.5 Using appropriate communication skills, including greeting guests, using proper telephone etiquette, relaying messages, and writing effectively;

- 18.6 Explaining the impact of verbal and nonverbal communication styles on the outcome of a one-on-one interaction with a guest or an employee; and
- 18.7 Communicating through the use of appropriate listening, writing, and oral skills with an understanding of current and emerging technology.

## **Standard 19 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 19.1 Identifying issues and problems in the hospitality, tourism, and recreation industry and offering possible solutions;
- 19.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 19.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 20 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 20.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 20.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 20.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 20.4 Evaluating effectiveness in balancing responsibilities at home and work.

## **Standard 21 Teamwork and Leadership**

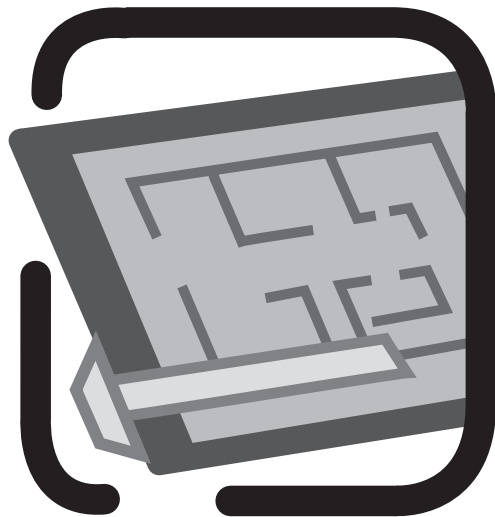
Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 21.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 21.2 Defining leadership roles in work and community life;



- 21.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 21.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 21.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 21.6 Assessing how skills in teamwork and leadership enhance employability.

# Home Economics Related Occupations



## Interior Design, Furnishings, and Maintenance

## Overview of Interior Design, Furnishings, and Maintenance

From corporate America to individual homeowners, a need exists for professionals to help create or enhance living and working environments. Home and business owners are choosing professionals to turn their visions into reality; marketing professionals are deferring to interior and environmentally sensitive designers to tell them what works. Careers include showroom assistant, display designer, photo stylist, energy auditor, furniture designer, interior designer, set designer, furnishings sales manager, equipment specialist, and home restoration supervisor. Entrepreneurial opportunities in maintenance continue to grow as businesses contract with outside custodial and maintenance services and busy homeowners hire services for regular cleaning.

### Interior Design, Furnishings, and Maintenance Program

Students pursuing the Interior Design, Furnishings, and Maintenance career pathway study all aspects of the industry, including the laws and regulations affecting the industry; workforce and organizational management; operational procedures and safety practices; merchandise analysis; space planning and interior systems; elements and principles of design; window, wall, and floor fabrication and installation; furniture construction; sales and merchandising; history of furniture and furnishings design; residential and commercial interior design; residential and commercial interior maintenance; and operational procedures and professionalism. Interior Design, Furnishings, and Maintenance students also learn employment and management skills. Courses in a Home Economics Related Occupations (HERO) program, funded by a school district or regional occupational center program (ROCP), enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry.

FHA-HERO, a pre-professional organization for students, provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs incorporate FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

This HERO program serves as the capstone course in the secondary-level Home Economics Careers and Technology Interior Design, Furnishings, and Maintenance career pathway sequence. The program continues a course sequence that includes a Consumer and Family Studies Comprehensive Core and a specialized content area course in housing and furnishings. The shaded portion of Chart 10.1, “Interior Design, Furnishings, and Maintenance Career



Pathway Options,” illustrates a sample course sequence for Interior Design, Furnishings, and Maintenance. The appendix, “Overview of HECT Course Sequences, Grades Nine Through Twelve,” provides additional information about the design of course sequences.

## Characteristics and Use of the Content Standards

The HERO Interior Design, Furnishings, and Maintenance content standards build on the knowledge, skills, attitudes, and behaviors outlined in the Consumer and Family Studies housing and furnishings content standards. Employability and FHA-HERO leadership skills are integrated into the standards. These standards are intended for use by secondary-level instructors and administrators to strengthen curriculum, instruction, and assessment. Secondary-level instructors will also use these standards in collaborating with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication of content at both levels of education. See also the section “Use of the Content Standards,” described in “Overview of Home Economics Careers and Technology Programs,” at the beginning of this document.

The standards delineated in this section reflect content identified by representatives of the profession and by instructors of secondary and postsecondary courses in Interior Design, Furnishings, and Maintenance programs. Each content standard contains the following components:

*Title of the standard:* The title of each standard identifies the concept addressed in the content.

*Statement of the standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard describe what students should be able to do to meet the broad standard.

Technical assistance and resources for implementing standards-based Home Economics Careers and Technology course sequences and programs in Interior Design, Furnishings, and Maintenance are available from the Home Economics Careers and Technology Unit, Standards and High School Development Division, California Department of Education.

# Interior Design, Furnishings, and Maintenance Career Pathway Standards

Listed below are the career pathway standards for the interior design, furnishings, and maintenance industry.

## Standard I **Interior Design, Furnishings, and Maintenance Industry Awareness**

Students will understand the breadth of the interior design, furnishings, and maintenance industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Investigating careers related to the industry and their requirements for education or training;
- 1.2 Describing career paths and strategies for obtaining employment and advancing in the interior design, furnishings, and maintenance industry;
- 1.3 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in interior design, furnishings, and maintenance careers;
- 1.4 Identifying interior design, furnishings, and maintenance industries, the role of these industries for individuals and families, and contributions to state and local economies;
- 1.5 Conducting research of legislative and economic trends affecting interior design, furnishings, and maintenance organizations and industries;
- 1.6 Illustrating an organizational structure and hierarchy, including the relationships and interactions among departments;
- 1.7 Describing ways in which written and unwritten policies and procedures affect the daily operations of an organization;
- 1.8 Explaining the benefits of joining professional and trade organizations that relate to the interior design, furnishings, and maintenance industry;
- 1.9 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields; and
- 1.10 Identifying different specializations in commercial design.

**Standard 2 Professional Standards/Dignity of Work**

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities; and
- 2.8 Determining ways to maintain competency within the industry.

**Standard 3 Workforce and Organizational Management**

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for interior design, furnishings, and maintenance organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with consumers and clients; and
- 3.6 Describing the uses of technology in the various segments of the interior design, furnishings, and maintenance industry.

## Standard 4 **Operational Procedures and Safety Practices**

Students will understand operational procedures and safety practices commonly performed in the interior design, furnishings, and maintenance industry. They will demonstrate content proficiency by:

- 4.1 Using the correct technical terms to describe products, procedures, and equipment unique to the interior design, furnishings, and maintenance industry;
- 4.2 Describing and performing operational procedures related to quality control, maintenance, storage, security, shipping, receiving, billing, and payment as required by the job;
- 4.3 Explaining factors affecting profit, such as operational costs, markup, and markdown;
- 4.4 Describing procedures for preparing, expediting, and tracking forms needed for requisitioning supplies and materials;
- 4.5 Describing accurately products, procedures, and equipment and recommending the use of equipment and merchandise;
- 4.6 Preparing and maintaining records, correspondence, and forms as required by the job;
- 4.7 Describing various types of liability, insurance policies, code compliance, service agreements, and contracts;
- 4.8 Explaining the tax policies of the California State Board of Equalization, tax forms, and resale numbers;
- 4.9 Analyzing contracts for errors and omissions;
- 4.10 Preparing legally correct service agreements or contracts;
- 4.11 Planning and organizing work schedules with a timeline showing the stages from consultation through installation;
- 4.12 Describing how to determine various fees; for example, for a designer, a purchaser, or an arranger;
- 4.13 Identifying and explaining safety features of equipment and tools used to perform various jobs;
- 4.14 Cleaning and maintaining the workstation, tools, and equipment as required; and
- 4.15 Storing equipment, tools, and supplies properly.



## **Standard 5    Laws and Regulations Affecting the Interior Design, Furnishings, and Maintenance Industry**

Students will understand the laws and regulations that affect providers of services and their consumers and clients. They will demonstrate content proficiency by:

- 5.1 Describing and complying with laws and regulations affecting the interior design, furnishings, and maintenance industry;
- 5.2 Identifying local, state, and federal laws, regulations and agencies established to protect employees, employers, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA);
- 5.5 Identifying and explaining policies and procedures established by the employer; and
- 5.6 Explaining regulatory and procedural requirements for employers and employees in the industry, including labor relations, personnel policies and procedures, and labor laws.

## **Standard 6    Merchandise Analysis**

Students will understand characteristics and sources of merchandise, finishes, materials, and textiles. They will demonstrate content proficiency by:

- 6.1 Using correct technical terms to describe merchandise;
- 6.2 Identifying standard sizes and styles of merchandise and products;
- 6.3 Determining the quality of products and merchandise;
- 6.4 Explaining what constitutes a textile product and using correct terminology to describe textile products;
- 6.5 Analyzing the construction methods and techniques used in fabrics;
- 6.6 Analyzing textile characteristics to select appropriate fabrics for home furnishings;
- 6.7 Comparing products, tools, and supplies by type, quality, services provided, delivery time, and price;
- 6.8 Identifying sources for materials and supplies, including showrooms and manufacturers; and
- 6.9 Analyzing resources to determine the best selections.

## **Standard 7    Space Planning and Interior Systems**

Students will understand space planning and characteristics of interior systems. They will demonstrate content proficiency by:

- 7.1 Identifying and drawing common architectural symbols;
- 7.2 Measuring an interior space, including placement of doors, windows, and outlets;
- 7.3 Drawing interior space to scale by using correct architectural symbols;
- 7.4 Evaluating the arrangement and placement of furniture in an interior environment providing for all activities of the client;
- 7.5 Estimating space requirements for activities and traffic flow;
- 7.6 Interpreting blueprints for accuracy, traffic flow, and furniture placement;
- 7.7 Using computer-assisted drafting (CAD) programs in the design process to plan space and prepare elevations;
- 7.8 Drawing an elevation to scale that includes furniture, architectural features, window treatments, and accessories;
- 7.9 Identifying interior systems—such as plumbing; lighting; electrical; and heat, ventilation, and air conditioning (HVAC)—and explaining the function and symbols of each; and
- 7.10 Recommending placement of interior systems.

## **Standard 8    Elements and Principles of Design**

Students will understand the elements and principles of design. They will demonstrate content proficiency by:

- 8.1 Describing the elements and principles of design, including basic color schemes;
- 8.2 Applying the elements and principles of design when selecting and coordinating furnishings, materials, and accessories for homes and businesses;
- 8.3 Describing the interrelationships between the principles of design;
- 8.4 Helping in color coordination of items purchased by the customer;
- 8.5 Using the elements and principles of design when helping customers in making furnishing selections;
- 8.6 Describing the different tasks involved in selecting and coordinating furnishings, materials, and accessories for homes and businesses;
- 8.7 Recommending items for purchase that are in harmony with products already owned; and
- 8.8 Selecting furniture according to a client's needs and space.

## **Standard 9 Window, Wall, and Floor Treatment, Fabrication, and Installation**

Students will understand window, wall, and floor treatment, fabrication, and installation. They will demonstrate content proficiency by:

- 9.1 Identifying appropriate tools and supplies needed to install window, wall, and floor treatments and coverings;
- 9.2 Determining accurate measurements for estimating costs and construction;
- 9.3 Estimating costs of equipment, materials, and labor;
- 9.4 Using construction skills and techniques that meet industry standards;
- 9.5 Interpreting and following orders by using accepted production methods;
- 9.6 Specifying and following through with job orders;
- 9.7 Explaining window types, styles, construction, materials, hardware, and functions;
- 9.8 Describing steps, procedures, and processes necessary for production of draperies and other window treatments;
- 9.9 Describing energy-efficient qualities of fabrics and materials used for draperies;
- 9.10 Recommending selection of materials, trims, and finishes appropriate for draperies and other window treatments;
- 9.11 Recommending and using appropriate chemical finishes that prolong the life of fabrics and materials and meet current health and safety codes for draperies, other window treatments, and floors;
- 9.12 Applying the elements and principles of design to the production of draperies and other window treatments;
- 9.13 Operating power and specialty sewing machines and equipment while following appropriate safety guidelines;
- 9.14 Installing draperies and other window treatments according to product and customer specifications;
- 9.15 Describing various wall coverings;
- 9.16 Estimating materials, supplies, and costs of wall and floor coverings;
- 9.17 Evaluating the condition of walls and floors and recommending work needed before applying wall and floor coverings; and
- 9.18 Applying wall coverings and installing floor coverings according to work orders.

## Standard 10 Furniture Construction

Students will understand construction of furniture, upholstery and slipcovers, and furniture finishes. They will demonstrate content proficiency by:

- 10.1 Describing styles of furniture from historical periods;
- 10.2 Describing steps, procedures, and processes necessary for the production of furnishing items;
- 10.3 Identifying types of woods, fillers, materials, finishes, and frames;
- 10.4 Selecting fabrics, trims, and finishes appropriate for residential and commercial furnishing items;
- 10.5 Analyzing fabrics to determine appropriate techniques for handling and construction;
- 10.6 Interpreting and following work orders by using accepted production methods;
- 10.7 Describing construction techniques that meet industry standards;
- 10.8 Repairing furnishing items according to customer standards, specifications, and needs;
- 10.9 Recommending appropriate chemical finishes that prolong the life of fabrics and materials for furnishings and meet current health and safety codes;
- 10.10 Designing furnishings according to customer standards and specifications and in accord with the elements and principles of design; and
- 10.11 Using ergonomics and anthropometrics when designing furnishings.

## Standard 11 Sales and Merchandising

Students will understand merchandising, display, and sales of residential and commercial furnishings. They will demonstrate content proficiency by:

- 11.1 Receiving, inventorying, and storing merchandise;
- 11.2 Wrapping, packaging, or protecting merchandise for safe shipping, delivery, and storage;
- 11.3 Unpacking, assembling, preparing, and marking prices on merchandise;
- 11.4 Taking inventory and stock counts;
- 11.5 Filing claims for damaged merchandise, shortages, overcharges, and substitutions;
- 11.6 Maintaining, organizing, and filing product information, catalogs, and price lists;
- 11.7 Describing various industry-coding systems;
- 11.8 Identifying standard sizes and styles of merchandise;

- 11.9 Describing characteristics of merchandise, including construction, style, features, size, and performance and recommending procedures for care and maintenance to customers;
- 11.10 Estimating costs of materials and labor to determine prices;
- 11.11 Comparing design, durability, and cost of merchandise constructed by different methods and manufacturers;
- 11.12 Interpreting product information, including labels, specifications, guarantees, warranties, and servicing as required for the field of work;
- 11.13 Suggesting suitable merchandise for specific purposes;
- 11.14 Applying appropriate sales techniques and procedures to marketing and merchandising;
- 11.15 Designing effective store or window displays;
- 11.16 Preparing and presenting a sales presentation to address the clients' requests, including scaled drawings, cost estimates, and renderings;
- 11.17 Using necessary equipment and procedures for cash and credit transactions;
- 11.18 Analyzing important customer service factors and using effective customer relations strategies for handling customer questions and complaints; and
- 11.19 Maintaining records by using current technology, including computers.

## **Standard 12 History of Furniture and Furnishings Design**

Students will understand the history and events that have influenced the design of furnishings. They will demonstrate content proficiency by:

- 12.1 Describing characteristics of furnishings that typify various periods throughout history;
- 12.2 Analyzing how furnishings at a particular period in history were influenced by political, social, economic, and aesthetic conditions;
- 12.3 Analyzing how prosperity, mass production, and technology are related to the economics of the furnishings industry; and
- 12.4 Tracing the evolution of a specific furniture design throughout history.

## **Standard 13 Residential and Commercial Interior Design**

Students will understand all aspects of design, space planning, and drafting as those concepts pertain to commercial and residential interior design. They will demonstrate content proficiency by:

- 13.1 Explaining the importance of a design concept;
- 13.2 Relating design concepts to clients' profiles;

- 13.3 Drawing replacement schematics;
- 13.4 Creating scaled floor plans for residential and commercial rooms;
- 13.5 Analyzing space-planning problems;
- 13.6 Describing appliances, furniture, fixtures, materials, and finishes appropriate for use in kitchen and bath designs;
- 13.7 Analyzing the role of the Americans with Disabilities Act (ADA) and barrier-free elements and safety features in the planning of residential and commercial designs;
- 13.8 Describing and drawing cabinetry to specifications;
- 13.9 Outlining procedures for installing kitchen and bath appliances and cabinetry;
- 13.10 Describing tasks required in overseeing installations, punch lists, and sign-off sheets; and
- 13.11 Using computer-assisted drafting (CAD) programs in designing residential and commercial environments, including open office systems.

#### **Standard 14 Residential and Commercial Interior Maintenance**

Students will understand the care and maintenance of surfaces, furnishings, supplies, and equipment in residential and commercial interiors. They will demonstrate content proficiency by:

- 14.1 Identifying and comparing job tasks required to clean and maintain residential and commercial buildings;
- 14.2 Identifying appropriate cleaning supplies and equipment needed to perform a variety of cleaning tasks;
- 14.3 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs);
- 14.4 Describing safety procedures for handling, using, storing, and disposing of cleaning supplies, including hazardous waste materials and equipment;
- 14.5 Determining how to meet customer needs for cleaning and maintenance services;
- 14.6 Performing procedures to prevent damage to furnishings when cleaning and maintaining residential and commercial areas;
- 14.7 Evaluating a variety of cleaning problems and recommending appropriate solutions;
- 14.8 Using standards for quality to evaluate work performed;
- 14.9 Following operational procedures to complete records and billing for work performed;

- 14.10 Describing basic repairs that can be completed by a property maintenance service;
- 14.11 Evaluating a variety of problems to determine whether simple repairs can be performed to remedy the problems;
- 14.12 Creating service contracts for daily, weekly, and bimonthly cleaning and maintenance services;
- 14.13 Estimating the time, labor, cost, supplies, and equipment necessary to complete a job;
- 14.14 Using work scheduling sheets or computer programs to prepare work schedules;
- 14.15 Describing procedures for informing customers of the work to be performed and the cost; and
- 14.16 Outlining procedures to schedule special maintenance.

## **Standard 15 Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 15.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 15.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life;
- 15.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 15.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 15.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- 15.6 Interpreting nonverbal communication and responding appropriately.

## **Standard 16 Thinking and Problem-Solving Skills**

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 16.1 Identifying issues and problems in the interior design, furnishings, and maintenance industry and offering possible solutions;
- 16.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and

- 16.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

## **Standard 17 Balancing Personal, Family, and Work Responsibilities**

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 17.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 17.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 17.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 17.4 Evaluating effectiveness in balancing responsibilities at home and work.

## **Standard 18 Teamwork and Leadership**

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 18.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 18.2 Defining leadership roles in work and community life;
- 18.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 18.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 18.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 18.6 Assessing how skills in teamwork and leadership enhance employability.



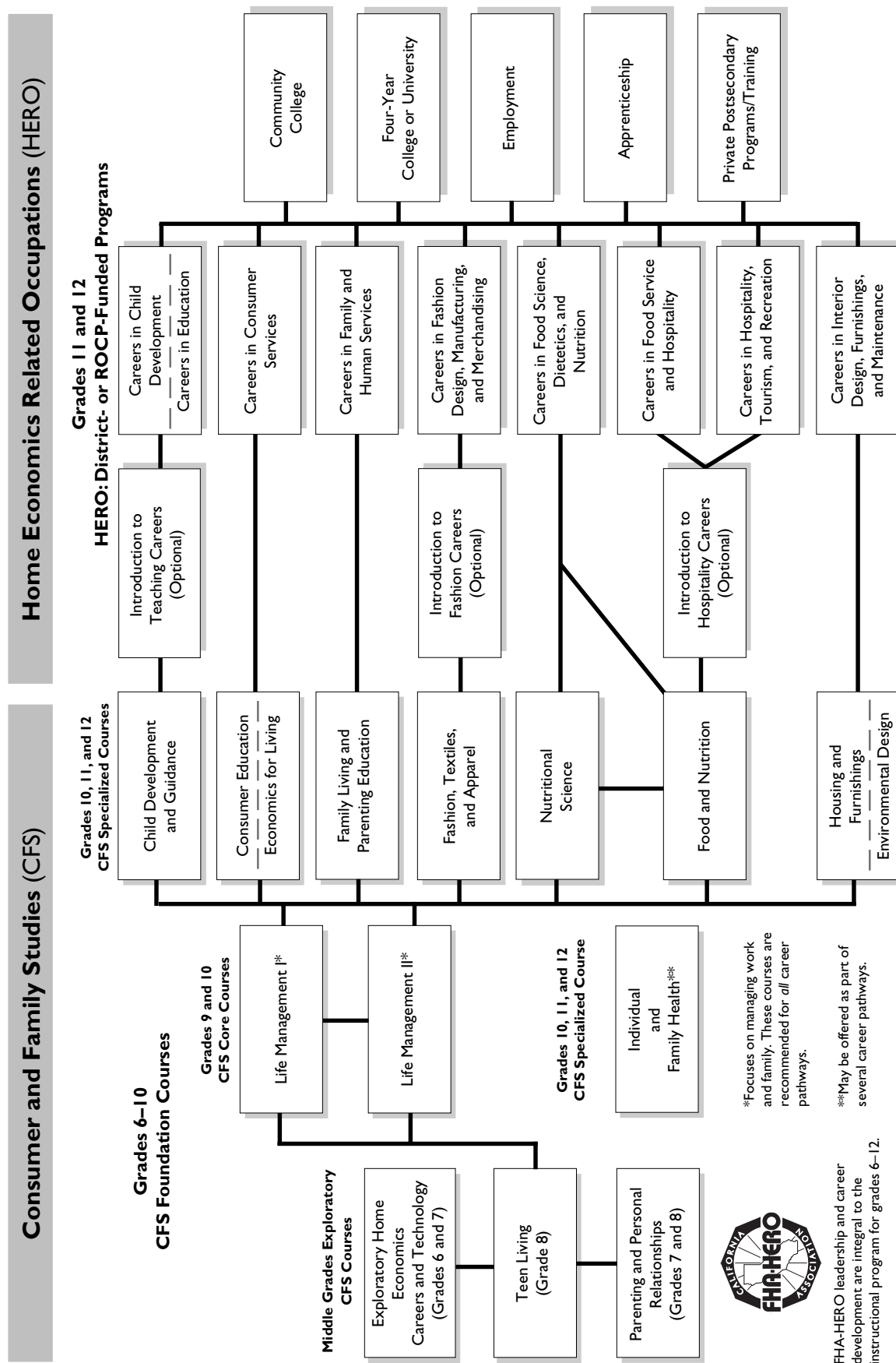
## Appendix

# Overview of the HECT Course Sequence, Grades Nine Through Twelve

A Home Economics Careers and Technology (HECT) course sequence, grades nine through twelve, prepares students for postsecondary education and careers. Ideally, a HECT career pathway course sequence includes a one-semester or one-year exploratory course in the middle grades (Teen Living), a one-year Consumer and Family Studies (CFS) Comprehensive Core course in grades nine and ten (Life Management I), a one-semester or one-year specialized CFS content area course (such as Child Development and Guidance/Introduction to Teaching Careers), and a HERO program (such as Careers in Child Development or Careers in Education). Refer to Chart A.1, “Overview of Home Economics Careers and Technology Education Course Sequences, Grades Nine Through Twelve,” for examples of course sequences. Courses are articulated between levels to ensure that a smooth, nonrepetitive transition occurs.

Home Economics Careers and Technology course sequences in high school begin with the Consumer and Family Studies Comprehensive Core, which emphasizes balancing personal, family, and work responsibilities through leadership development and instruction in child development and guidance; consumer education; family living and parenting education; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. The core focuses on the relationship between these content areas and the knowledge and skills directly transferable to the eight HERO career pathways. It serves both as an introduction and a foundation for further study in a career pathway sequence. The broad scope of the core offers flexibility for students to pursue a variety of career pathway options.

# Overview of Home Economics Careers and Technology Education Course Sequences, Grades Nine Through Twelve



FHA-HERO leadership and career development are integral to the instructional program for grades 6–12.

The next course in the sequence focuses on one or more of the seven content areas. This specialized content area course allows students to gain depth and expand on the content learned in the Consumer and Family Studies Comprehensive Core. Students build knowledge, skills, and attitudes that provide a strong background for HECT careers and related fields.

Students continue a curricular sequence by selecting a program organized around one or more of the eight HERO career pathway capstone programs that articulate with postsecondary technical, community college, and four-year college and university programs. Instruction focuses on mastery of content standards defined by representatives of business, industry, and education. Students apply concepts and skills learned in the classroom through work-based learning, including service-learning, simulations, and supervised workplace experiences. This capstone course may be offered by a local district or regional occupational center program (ROCP).

## Publications Available from the Department of Education

This publication is one of over 600 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

Item no.	Title (Date of publication)	Price
1372	Arts Work: A Call for Arts Education for All California Students: The Report of the Superintendent's Task Force on the Visual and Performing Arts (1997) .....	\$11.25
1225	Business Education Career Path and Model Curriculum Standards (1995) .....	11.75
1450	C.A.F.E.—Cafeteria Access for Everyone (video and guide) (1998) .....	14.00
1436	California Department of Education Early Start Program Guide (1998) .....	10.00
1515	California Public School Directory, 2000 .....	19.50
1498	California Safe Schools Assessment: 1998-99 Results (2000) .....	20.00
1492	California School Accounting Manual, 1999 Edition .....	25.00
1453	Careers in Child Development and Education: A Curriculum Guide for the Child Development and Education Career Pathway (1999) .....	40.00
0488	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987) .....	9.25
1373	Challenge Standards for Student Success: Health Education (1998) .....	10.00
1409	Challenge Standards for Student Success: Language Arts Student Work Addendum (1998) .....	12.75
1435	Challenge Standards for Student Success: Physical Education (1998) .....	8.50
1429	Challenge Standards for Student Success: Visual and Performing Arts (1998) .....	12.50
1290	Challenge Toolkit: Family-School Compacts (1997) .....	9.75*
1439	Check It Out! Assessing School Library Media Programs: A Guide for School District Education Policy and Implementation Teams (1998) .....	9.25
1491	Collaborative Partners: California's Experience with the 1997 Head Start Expansion Grants (2000) .....	12.50
1391	Commodity Administrative Manual (1998) .....	19.50
1285	Continuity for Young Children (1997) .....	7.50
1431	Early Identification/Early Intervention of Young Children with Emotional and Behavioral Issues: Trainer of Trainers Manual (1998) .....	30.00
1410	Ear-Resistible: Hearing Test Procedures for Infants, Toddlers, and Preschoolers, Birth Through Five Years of Age (1998) ....	10.00
1476	Educating English Learners for the Twenty-First Century: The Report of the Proposition 227 Task Force (1999) .....	10.50
1509	Elementary Makes the Grade! (2000) .....	10.25
1389	English—Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve (1998) .....	9.25
1468	Enrolling Students Living in Homeless Situations (1999) .....	8.50
1244	Every Child a Reader: The Report of the California Reading Task Force (1995) .....	5.25
1430	Every Little Bite Counts: Supporting Young Children with Special Needs at Mealtime (1998) .....	14.75
1367	Family Connections: Helping Caregivers Develop Nutrition Partnerships with Parents (1997) .....	9.00
1475	First Class: A Guide for Early Primary Education (1999) .....	12.50
1388	First Look: Vision Evaluation and Assessment for Infants, Toddlers, and Preschoolers, Birth Through Five Years of Age (1998) .....	10.00
0804	Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve (1989) .....	7.25
1355	The Form of Reform: School Facility Design Implications for California Educational Reform (1997) .....	18.50
1378	Fostering the Development of a First and a Second Language in Early Childhood: Resource Guide (1998) .....	10.75
1382	Getting Results, Part I: California Action Guide to Creating Safe and Drug-Free Schools and Communities (1998) .....	15.25
1493	Getting Results, Part II: California Action Guide to Tobacco Use Prevention Education (2000) .....	13.50
1482	Getting Results, Update 1, Positive Youth Development: Research, Commentary, and Action (1999) .....	12.00
1408	Guide and Criteria for Program Quality Review: Elementary Grades (1998) .....	13.50
1268	Guidelines for Occupational Therapy and Physical Therapy in California Public Schools (1996) .....	12.50
1465	Handbook on Administration of Early Childhood Special Education Programs (2000) .....	13.50
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